Superintendent's Annual Narrative and Statistical Reports, US Indian Boarding School at Santa Fe (Santa Fe Indian School), 1910-1930

Compiled by Daniel Moya
and Anna Naruta-Moya, PhD
2014

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The following pages provide a copy of what exists in government records of the Superintendent's Annual Narrative and Statistical Reports for the US Indian Boarding School at Santa Fe, the Santa Fe Indian School, then called the Santa Fe Industrial School, for fiscal years 1910-1930. These annual reports were combined reports of the Santa Fe Industrial School and the Santa Fe BIA agency office through the fiscal year ending June 30, 1914; the boarding school was segregated from the Pueblo jurisdiction on December 8, 1914.

These reports date from long before SFIS, like a number of other former government boarding schools, became a community-oriented school operated by Indians for Indians, the All Indian Pueblo Council having first contracted to operate SFIS in the 1970s.

These documents are from when the SFIS was a US Government Indian Boarding School. It is from the period of the Indian School known as “the Starving Years” due to overcrowding and the scarcity of food for students. It is from a period when parents were often not allowed to choose whether their child would be taken miles from home to attend a military-style government boarding school. It is from the period before students were allowed to speak of, have, or make anything from their own cultural traditions, before the reforms of John Collier's BIA in the 1930s.

I am Tewa. My name is Daniel Moya. I was raised on the pueblo by my grandparents, Feliciana Tapia Viarrial and Fermain Viarrial. When my grandmother was five years old, in 1909, she entered the US Government Boarding School at Santa Fe. She stayed all the way through, until 1922, and like other students, was hired out during summers to work in the boarding school “outing” programs.

Like many, there were things that my grandmother told me about her boarding school experience, and things she did not. Finding and sharing these documents is part of my trying to learn more about her and what her world was like in these times.

Perhaps you may find a relative's name in these documents. If you might like to share stories, I would love to hear from you: daniel@tewa-art.com .

A person whose name appears on the lists of SFIS students included in these reports may still have a student file preserved at the US National Archives, at the office in Denver. You can contact denver.archives@nara.gov to arrange to view or to get a copy.

If you have a family member, likely of an older generation, who went to Carlisle Indian Boarding School, you can also look to see if there's a student file for them and get a copy (from Washington, DC) through the name index and instructions at http://home.epix.net/~landis/FAQ.html .

These pages were copied from Reel 127 of a 174 reel set comprising the BIA's New Mexico "Superintendent's Annual Narrative and Statistical Reports From Field Jurisdictions of the Bureau of Indian Affairs, 1907-1938." (NARA microfilm publication M1011) More information on this microfilm publication and others can be found at http://www.archives.gov/research/alic/reference/native-americans.html under "American Indians NARA Microfilm Publications." This reel includes what still exists of the superintendent's annual reports from 1910-1930. What still exists of the annual reports for the years 1931-1935 are on the next microfilm reel, Reel 128. Additional SFIS records are available as NARA microfilm publication M-1473, "Bureau of Indian Affairs Records Created by the Santa Fe Indian School, 1890-1918."

Sources for more information about the Santa Fe Indian Boarding School include these works by Sally Hyer (in collaboration with the AIPC):

> *One House, One Voice, One Heart: Native American Education at the Santa Fe Indian School*. Santa Fe, NM: Museum of New Mexico Press, 1990.
>
> *Remembering Santa Fe Indian School, 1890-1990*. PhD thesis, University of New Mexico, 1994.
>
> *Oral History Interviews of the Santa Fe Indian School: the First 100 Years Project*. 1986. Archival material. http://rmoa.unm.edu/docviewer.php?docId=nmu1mss595bc.xml

It's been hard for people to talk about these experiences in a difficult time in history. Let's share these stories while we still can.

Daniel Moya
2014 New Mexico History Scholar
daniel@tewa-art.com

Part I

1910-1922

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Roll 127

Target 2

Santa Fe School, 1910-30

NATIONAL ARCHIVES MICROFILM PUBLICATIONS

1396

SANTA FE

Below report

Methods
F W B

Circular No. 433.
Annual Report.

SEP -9 1910

FOR FILE

Mr. C. J. Crandall,

Superintendent Santa Fe Indian School,

Santa Fe, New Mexico.

Sir:

You omit from your annual report for the past fiscal year section pertaining to Health.

Please submit same in duplicate at the earliest possible date.

Very respectfully,

(Signed) C. F. Hauke,

Second Assistant Commissioner.

9-JWC-7

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DEPARTMENT OF THE INTERIOR,

UNITED STATES INDIAN SERVICE.

ANNUAL REPORT.

Santa Fe, N.M., July 27, 1910.

EDUCATION DIVISION - REGARDING INDUSTRIES.

- - - - - -

The climatic conditions at Santa Fe are affected by altitude, same being approximately 7000 ft. The summer season is short, but the winters not severe, it rarely reaching 7 degrees below zero. The spring is always cold and backward, early planting not being profitable. Among the different pueblos climatic conditions varies. At Taos and Picuris conditions are much the same as at Santa Fe. At San Juan, Nambe, San Ildefonso and Tesuque, the climate is warmer in summer, and the growing season slightly longer. This is more marked at Cochiti, Santo Domingo, Jemez and Sia.

All pueblos as a rule cultivate small plots of ground, averaging from two to four acres per family. There are exceptions to this estimate. There is no particular increase or decrease in acreage cultivated, all depending on the population. Few of the pueblos raise any crops to sell except a little wheat and corn.

The prevailing crops among all the pueblos are wheat and corn. Some alfalfa, a few beans, melons and squashes are also raised.

There is little market for their products, except

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the surplus wheat and corn. The average price paid annually for wheat is from 1-1/4 ¢ to 1-1/2 ¢ per pound. The same price is paid for corn. There is no problem of getting the Pueblos to follow agricultural pursuits. They practically know nothing else.

All of the Pueblos have some stock, mostly horses and cattle, though a few have small flocks of common Mexican or native goats, which are valuable chiefly for the hides and mutton.

The following is a summary of the live stock owned by the 12 pueblos under my jurisdiction:-

Cattle, - - -	2235
Goats, - - -	551
Horses, - - -	2621

While generally each family may own one or more horses or ponies, the cattle are generally owned by a few families in each village. In a few pueblos one Indian may own possibly fifty head. The herds are increasing slowly. There is generally free range on the forest reserves for Indian stock, and the possibilities for making money in stock raising by Indians is even greater than is farming. As stated, the Indians are allowed free grazing permits on all the National Forest Reserves. No particular restrictions are enforced against Indian stock on these reserves.

Outside of farming and stock-raising, the Pueblos have no other occupation. They make a few crude baskets, bow and arrows, considerable pottery, etc., which they peddle in the nearby towns. They do no blanket weaving, though it has been said that they were the original blanket weavers. They weave a colored belt from Germantown yarn, which is a part of the dress of the Pueblo women. This belt is called a "fa-ja", and forms an article of trade and barter. No new industries have been added to the Pueblo life.

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I know of no way that the Office could assist the Pueblos outside of agriculture and stock-raising, unless it were in the furnishing of grafted fruit trees. All of these Indians know something of fruit culture, but most of their trees are ungrafted and a poor quality. They take fairly well to fruit growing. The Pueblos are, and always have been, self-supporting.

No leases have been made allowing white men to graze stock on Indian lands. As their uncultivated lands are unfenced, common herds often graze on Indian lands, but there is no way to stop same without fencing.

None of the Pueblos have their lands fenced. It would be well if same could be done, but I assume the Office would not care to go to this expense.

As you know, there are no allotments among the Pueblos. Each head of a family has a small tract which he calls his own, and same is generally fenced, though often poorly. This he cultivates and raises enough for his dire necessities. All of the Pueblos live in villages, and generally have a house of from two to four rooms.

I have two additional farmers. They give their entire time to helping and aiding the Indians in agriculture and other lines.

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ANNUAL REPORT.

Santa Fe, N.M., July 27, 1910.

REGARDING INDIAN TRADES.

- - - -

1. There are no licensed Indian traders among the Pueblos.

2. There are no Pueblos engaged in any of the occupations herein mentioned, unless it be two Indians who have very small stores: one at Jemez and one at Cochiti.

3. The two Indians mentioned have only small capital, not to exceed $500 each.

4. No clerks.

5. Cannot give amount of business done by the two Indians mentioned; same is very small, possibly each does one thousand dollars worth of business annually.

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ANNUAL REPORT.

Santa Fe, N.M., July 27, 1910.

REGARDING RATIONS.

- - - - -

None of the Pueblo Indians receive rations, nor never have there been ration Indians.

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ANNUAL REPORT.

Santa Fe, N.M., July 27, 1910.

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EDUCATIONAL DIVISION. EMPLOYMENT SECTION.

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1. For a number of years it has been customary to send boys out to work during vacation period. This plan was in operation when the present Supervisor of Indian Employment was a Day School teacher at my Agency.

2. During the fiscal year 1910, 68 boys and 6 girls went outing. Their net earnings were as follows:-

68 boys, - - - - - - - - - -	$2296.62
6 girls, - - - - - - - - -	181.79
Total,- - -	$2478.41

3. Regarding returned students will say that as a rule they are more progressive and energetic, and approach nearer the white man's civilization and standard than those young men who have never had the benefits of school training. This is the general rule, but there are exceptions, where the Pueblo rule is against advancement, and returned students are obliged, after three days return from school to adopt Indian dress and take part in Indian dances, etc.

Statistics regarding Indian employees whose wages were paid from Government funds:

1. The 18 regular male, and the 15 regular female, Indian employees at this school and Agency have performed various duties, including that of laborer, assistant matron, assistant laundress, housekeeper, Indian assistant, gardener, tailor, shoemaker, band

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teacher, assistant engineer, etc.

2. Number Indian adults, male, regular, - - - - 18
" " " female, " , - - - - 15
" " " male, irregular, - - - - 44

3. Total earnings, male, adults, - - - - $5706.00
" " female, " , - - - - 2026.50
Total, - - - - $7732.50

No boys or girls have been employed either as regular or irregular employees.

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ANNUAL REPORT.

Santa Fe, N.M., July 27, 1910.

EDUCATIONAL DIVISION. SCHOOL SECTION.

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There are no Indian pupils in the public schools, so far as I know. The public schools of New Mexico, outside of the cities and towns, are very poor, and a low grade of teachers employed. The school terms are short, and the tone and character of work much below that of the Indian school.

Outside of the Day schools and the boarding schools, there are no school privileges for Indians in New Mexico. The state or territorial course of study is well adapted to the use of Indian schools, and is being generally followed in our work. In our Day schools, little industrial training can be given. In the boarding school, we make this part of the work emphatic. For boys, the farm, the garden, irrigating, care of stock, breeding, lawns, flowers, trees and fruit, all receive proper attention. In the shops, tailoring, shoemaking, horseshoeing, repairing wagons, engineering, plumbing, making furniture, house-building, carpentry, etc., is all a part of our curriculum.

Our girls are trained in general housework, laundry, cooking, sewing and domestic science.

The school plant is well kept up. One of our greatest needs at present, is an addition to girls home, so that there may be some individual rooms, and to prevent the crowding of large and small girls into dormitories.

This school has not turned out a graduating class annually.

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The average Indian school graduate is little better than others who spend a term of five years in the boarding or training schools. We have graduated a number of boys and girls from the industrial departments who have been a credit to themselves and to the school. The graduating class of 1910 consisted of three boys and three girls, all from the Industrial Department. Each one of these graduates will be able to make a living at his trade if he so elects to follow same. This is not always the case, however, but it is not time thrown away, as some might suppose, even if none of them should their trades. That the boy or girl has learned to do something, and do it well, is the real great lesson, and means that in whatever occupation he may select, there is a greater possibility of success.

There is really no mission school directly under me. The St. Catherine Indian school of this city is self supporting, and looks to me for nothing. It is well conducted and does good work. It enrolls about 150 children annually.

Under Indian marriages, will say that all of our Pueblo Indians are married by the parish priest. The customs of the Pueblos are so different from those of other Indians, that I cannot attempt in a short report to give you much of an idea of same. The Pueblos are village Indians; they in a way represent the highest type of Indian civilization perhaps found among any of the tribes of North America. They are the lineal descendants of the Cliff Dwellers, and are closely related to the ancient Aztecs and Incas. They have been agriculturalists for centuries. Long before the advent of the first white man or Spanish conquest they were raising Indian blue corn, vines etc., carrying the water

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in irrigating ditches, building reservoirs, and were the first real conservationists. They have a government peculiar to themselves, which in times past as at present seemed to meet all their needs. They also have their own peculiar religion, which the Christian religion has not supplanted, though they are nominally professed Catholics. They hold their secret meetings in underground chambers, called "estufas" or "kivas". The male population of the village is divided into clans, and the boys at the age of ten or twelve are initiated and introduced into these secret clans generally before they enter the Government boarding school. The Pueblos are content with their civilization, and while apparently in sympathy with schools in most villages, they in reality care little for same. Their civilization is so well grounded that they see little to be gained in that of the white man. Gradually, however, in the most progressive pueblos, advancement along all lines are being made. The work as a whole among this people must be slow, but in time they will become useful and progressive citizens.

There are no authorized courts for Indian offenses.

Our school work is beneficial particularly on the old Indians from the pueblos who visit their children here. They see them in the school room, in entertainments, at work on the farm and in the shops. Thus do they realize what we are trying to do for their children, and become themselves interested.

Santa Fe, N. M.

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EDUCATION DIVISION--HEALTH SECTION.

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1. The general health of this school has been good. The same may also be said of the agency during the fiscal year 1910.

2. --

(a) This school and agency has been comparatively free from tuberculosis. In a few of the smaller pueblos there is possibly one if not more cases of tuberculosis. In the larger pueblos they are comparatively free from this disease. This statement does not hold true, however, in the case of a young man from Jemez who during the year developed tuberculosis at the school was sent home to his pueblo at Jemez and afterwards died. This is a very rare case and the disease developed rapidly. There are, so far as I know, no other cases at Jemez, and there are no cases at the school, either among the pupils or employees.

Among my day school and agency force I know of no employee who is afflicted with tuberculosis unless it is the housekeeper at Nambe Pueblo. I have suspected that she has tuberculosis. Dr. Murphy on his recent visit here had the same opinion, and I will be requested by Dr. Murphy in a letter to order this woman in for examination.

(b) During the summer of 1909 Dr. Joseph A. Murphy examined the pupils at this school and found trachoma very prevalent. Dr. Harrison was detailed to assist the local Physician to operate on all cases. Vigorous treatment was continued throughout the year. Dr. Murphy has just been here and examined a number of the worst cases which have been under treatment and is highly pleased with results. Many cases have been cured, others materially helped. He will probably cite the work done at this school in some future report, and I am satisfied that same will be very favorable.

In the pueblos, however, the results of Dr. Harrison's and Miss Ross' work is not so marked owing to the ~~fact~~ squalor of the homes and the manner of living, together with the indifference of the ~~parents~~, results have not been what might be expected or hoped.

(c) There have been no epidemics up to the close of the fiscal year at this school or agency. Pneumonia was somewhat prevalent during the winter months at the school, but could hardly be said to be epidemic.

(d) Other forms: There is nothing under this head to mention.

3. The sanitary conditions existing at the Santa Fe School are good, and as nearly ideal as I have been able to make them, so much so that I do not know that same have ever been criticised of late years by any inspecting official.

The sanitary condition existing in Indian homes, however, is another matter. In many of our pueblos the Indian has a very comfortable home. It is always small and ventilation is not the best. The ever present fireplace serves as a medium for carrying off the bad air, and this is in my opinion and that of others competent to judge, one of the best agents in keeping the air somewhat purified in what would otherwise be a poorly ventilated room. the simple fact thatthe pueblo Indian enjoys reasonably good health is comparatively free from tuberculosis, is evidence that the Pueblo manner of living while very different from ours is not altogether bad. A number of months in the year the Pueblo leaves his home and lives in or near his fields in a house known as a "hacalie". This outdoor life is no doubt beneficial to the general condition of the Pueblos.

4. As this section of the annual report applies wholly to medical work I should say that the great difficulty we have encountered has been to treat the Pueblo in his home for trachoma.

5. The medical work during the past year for this agency has been managed under the contract system which has not been altogether satisfactory; at least two pueblos having had no medical attention, and others very indifferent. The Medical Supervisor, as well as myself, has recommended for 1911 two agency Physicians and one contract Physician, which will give us very good medical service.

Superintendent.

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ANNUAL REPORT.

Santa Fe, N.M., July 27, 1910.

EDUCATION DIVISION. LIQUOR SECTION.

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Under this section will say that the Federal statutes do not apply to the Pueblos. Under the new enabling act admitting New Mexico as a state, I learn that the Pueblos are to be held as Indian country. This will simplify matters somewhat.

Little or nothing has been done during 1910 to break up liquor traffic in the Pueblos. Under the Territorial law, convictions are hard to secure.

To take up the subject as outlined in statistical form, briefly:

1. (a) Pueblos are not Indian reservations.
   (b) A number of Pueblos are addicted to intoxicants.
   (c) The pueblos of Taos, Picuris, San Juan, Santa Clara, San Ildefonso, Nambe, and Tesuque, are among those under me that are given more or less to drink. No regular arrests have been made outside perhaps one at Santa Clara.
   (c) No convictions.
2. No seizure of liquor.
3. No confiscations.

Comments. The Territorial officers do little or nothing to suppress the sale of liquor to Indians. In the pueblos above mentioned, there is more or less drunkenness. It is particularly hard to find out who really sells to these Indians, as they are

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presumed to get liquor through bootleggers or Mexican-go-be-
tweens.

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ANNUAL REPORT.

Santa Fe, N.M., July 27, 1910.

EDUCATION. CONSTRUCTION SECTION.

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Under this section there is little to record, providing I am to describe deficiencies. Our heating plant is satisfactory; ventilation adequate. Bathing facilities are good, and water closets enough for needs of school.

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ANNUAL REPORT.

Education Division. Purchase section.

- - - - - -

(a) 1. The quality and fitness of goods furnished are satisfactory.

2. Time of delivery satisfactory.

3. No information.

(b) 1. We make all of our uniforms.

2. Style satisfactory.

3. The fit is satisfactory.

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ANNUAL REPORT.

Santa Fe, N.M., July 27, 1910.

EDUCATION DIVISION. APPOINTMENT SECTION.

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1. The land is sloping from the mountains at the school and around Santa Fe.

2. The climate is comparatively mild here the year round. Our winters are rather long, but zero weather is rare, and snow does as a rule not lie on the ground for any great length of time. 5 degrees below zero is about as cold as it ever gets here in winter, and does not reach that more than once or twice during the entire season. In summer it rarely ever gets to 90 degrees above, and generally goes down into the fifties at night.

3. The altitude at the school is slightly under 7000 feet.

4. There is a building known as Employees' building. It contains twelve suites of rooms, an alcove bedroom and a sitting or living room. In addition to these twelve rooms, there are two toilets and two bath rooms, a club dining room and kitchen, a sitting room and halls and storage room. In addition to this building there are rooms over the school kitchen for the baker and assistant cook. In the boys building there are rooms for a number of employees, including carpenter, disciplinarian and his assistant, and boys matron.

5. There are four cottages for employees in addition to the one occupied by the Superintendent. Each of these cottages is a brick structure, one story and partial basement, with four

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rooms, hall and bath room. They are heated with stoves, have electric lights, hot and cold water, bath and toilet.

6. In all the Day schools there are some sort of quarters. At San Juan, San Ildefonso and Taos pueblos there are modern school cottages with ample accommodations. At Sia there is a portable cottage for teacher and housekeeper. In all the other day schools there are rented quarters for the teacher and housekeeper, and while in adobe buildings, are generally comfortable.

7. The Santa Fe boarding school is lighted by electric lights, an all night system, current being obtained from the city.

The day schools are all lighted by kerosene lamps.

8. The character of water at Santa Fe is excellent. It is soft as rain water, coming from the city supply, and only at times during long and continued drouths does this water get at all stale or bad. It is below standard at present writing, owing to lack of rains in the mountains. The day schools outside of Sia have very good water. All of the water used for drinking at Sia must be distilled to eliminate the salts and alkali.

9. At Santa Fe school it is customary for the white children to attend the public or other schools in the city. In only one of the day schools are there any white children. The teacher at Nambe, Walter L. Bolander, has six children of his own, which is a serious hindrance in a day school or any other Indian school.

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10. The Santa Fe school is located two miles from the city of Santa Fe. The school teams are used as a means of transportation. Often day school teachers near Santa Fe are sent to their posts from here by school teams.

11. The Santa Fe school is a little over two miles distant from the post office and telegraph station.

Taos Day School,-	3	miles	to	post	office	and	tel.	station.	
Picuris	"	3	"	"	"	"	4 mi.	"	"
San Juan,	"	1/2	"	"	"	"	and	tel.	station.
Santa Clara,		2-1/2	"	"	"	"	"	"	"
San Ildefonso		2	"	"	"	"	10 mi.	"	"
Nambe		2	"	"	"	"	16	"	"
Cochiti,		3	"	"	"	"	10	"	"
Sia,		10	"	"	"	"	25	"	"
Jemez,		1/2	"	"	"	"	35	"	"

12. There is a Catholic church in each pueblo near the day school. Santa Fe has Catholic churches, a Presbyterian, a Methodist, and an Episcopal church.

13. The cost of living in the day school cannot be determined, as there are no records of same in my office. It is probably somewhat less than at the boarding school.

The entire cost of board at the Santa Fe school, for twelve months was $173.87 or $14.49 per month on the average. The cheapest month was $13.08, and the highest was $17.77.

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ANNUAL REPORT.

Santa Fe, N.M., July 27, 1910.

LAND DIVISION. IRRIGATION SECTION.

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1. Our records show that there are 6656 acres cultivated in the pueblos. This is but an estimate, and often the estimate was made by the day school teacher, who knows little of land measurements.

2. Same answer as above.

3. Same as above.

4. There is no way of telling the number of second feet of water used in the various pueblos.

5. The Weather Bureau shows the following record of rainfall for Santa Fe, and the various pueblos:

Santa Fe School,	- - - - -	14.49 inches.
Taos Pueblo,	- - - - -	12.84 "
Picuris "	- - - - -	13.39 "
San Juan "	- - - - -	9.83 "
San Ildefonso	- - - - -	9.83 "
Santa Clara,	- - - - -	9.83 "
Nambe Pueblo,	- - - - -	10.00 "
Tesuque "	- - - - -	10.00 "
Cochiti "	- - - - -	7.41 "
Santo Domingo,	- - - - -	7.41 "
Jemez Pueblo,	- - - - -	8.00 "
Sia "	- - - - -	7.00 "

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ANNUAL REPORT,

Santa Fe, N.M., July 27, 1910.

LAND DIVISION. FOREST SECTION.

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Report on this section will be sent later and as soon as I can get data called for.

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Supplement to Annual Report.

DEPARTMENT OF THE INTERIOR,
UNITED STATES INDIAN SERVICE,

Santa Fe, N.M. Aug. 13, 1910.

The Commissioner of Indian Affairs,
Washington, D. C.

Sir:

In submitting my annual report in answer to Circular 440, dated June 10, under Land Division, Forest Section, statement was made "Report on this section will be sent later, as soon as I can get data called for".

I am enclosing herewith the report of John W. Farmer, Timber Cruiser of the General Land Office, who completed the work June 30th of cruising the Santa Clara Indian Reservation, and only submitted his report to me as late as the 6th inst. This report will give not only all of the information called for under this Section but much more.

Very respectfully,

J. Lonsdale
Superintendent.

CJC-GF

2 inclosures.

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ANNUAL REPORT.

Santa Fe, N.M. July 27, 1910.

LAND DIVISION.----------FOREST SECTION.

(a) 19382470 board feet,
344800 standard ties,
104100 large poles,
k26670 small poles.

(b) Yellow pine,----- Pinus Ponderosa,
"Western yellow pine".
Douglas fir------ Pseudotsuga Taxifolia,
"Douglas spruce", "red spruce","red fir" etc.
Engelmann spruce- Picea Engelmanni,
"Water spruce".
Arizona fir------ Abies Arizonica,
"Cork bark fir".
Alpine fir------- Abies Lasiocarpa,
"Balsam fir",
White fir-------- Abies Concolor,
"Balsam fir",
White pine------- Pinus Monticola,
"Western white pine","Silver pine".
Pinon------------ Pinus Monophylla,
Cedar------------ Juniperus Scopulorum,
"Rocky Mountain red cedar",@Western red cedar"
Aspen------------ Populus Tremuloides,
"Quaking aspen".

(c) The density of the stand of this timber varies in different sections.

(d) As to the condition of this timber read Cruiser's report.

(e) Same answer as (d).

(f) Same answer as above. None of this timber or land is allotted.

Regarding the price that could be secured for the ripe timber we possibly could get $2 to $3 per thousand for same. The distance from railroad is 15 or 20 miles, and the road is none too good.

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ANNUAL REPORT.

Santa Fe, N.M., July 27, 1910.

LAND DIVISION. POPULATION SECTION.

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The Pueblo Indians have a complete organization, and all business connected with Pueblo interests is fully discussed and handled in the regular councils.

The Pueblos receive no money or funds from the Government.

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ANNUAL REPORT.

Santa Fe, N.M., July 27, 1910.

LAND DIVISION. ALLOTMENT SECTION.

- - - - - - -

The Pueblos are unalotted, and owing to the peculiar ownership of their grants, allotments are impossible.

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ANNUAL REPORT.

Santa Fe, N.M., July 27, 1910.

LAND DIVISION. SALES SECTION.

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Owing to ownership of lands by Pueblos - title being in common, the information called for on this sheet cannot well apply.

ANNUAL REPORT.

Santa Fe, N.M., July 27, 1910.

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LAND DIVISION. CONTRACT SECTION.

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(a) There is nothing to report. Where railroads have crossed Pueblo grants, the land has been condemned in the courts. There is nothing on record in the office showing amount of lands on Pueblo grants which have been condemned for railroad right-of-way.

(b) Same answer as (a).

(c) Same answer as (a).

(d) One bond for $2000. June 30, 1910, there was a deposit of $171.22, Individual Indian Money under this bond.

(e) No leasing.

(f) No leasing.

ANNUAL REPORT.

Santa Fe, N.M., July 27, 1910.

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LAND DIVISION. RECORDS SECTION.

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There is no record of lands reserved on Pueblo grants.

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In transmitting this my annual report, I have tried to cover each section called for in Circular #440, dated June 10, 1910, but as the Pueblos are different from the reservation Indians, it has been impossible to follow and fully give all information called for. Some of your questions do not apply to Pueblos.

Trusting this report may be satisfactory, I am,

Respectfully,

E. Crandall

Superintendent.

CJC (WRB)

1427

SANTA FE. NARRATIVE - 1911

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INDIAN OFFICE.

FILES.

ANNUAL REPORT, 1911.

1

DEPARTMENT OF THE INTERIOR,
UNITED STATES INDIAN SERVICE,

U.S. Indian Industrial School,
Santa Fe, New Mexico,
July 21, 1911

OFFICE OF INDIAN AFFAIRS
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JUL 27 1911

The Commissioner of Indian Affairs,
Washington, D.C.

Sir:

I have the honor to submit herewith my twelfth and the twentieth annual report of the Santa Fe School.

Very respectfully,

Superintendent.

Last page 17-18-49-50 +
17 a with amendment
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Santa Fe

NARRATIVE.

SCETION 2.- HEALTH.

The general health of the school has been good during the entire school year.

While smallpox has been prevalent in Santa Fe and the surrounding country and in at least one Pueblo during several months of the year, this school escaped by enforcing a rigid quarantine. The Indians from the near by Pueblos are not altogether in sympathy with this manner of guarding against disease and epidemics, but are gradually coming to see that same is effective. Aside from keeping Indians away from the School, pupils were not allowed to visit the city, and only those employees from the School having urgent business in town were allowed to leave the grounds.

ANNUAL REPORT.

NARRATIVE. School - Santa Fe

SECTION 3. ~~HEALTH.~~

There is little relationship between the public schools and the Indian school. To begin with, the public schools of New Mexico, especially in the northern part, are crude, poorly equipped, have short terms and a low standard of teachers. Notwithstanding this, the Mexican people feel themselves above the Indian, and while there might be no serious objection to educating the two races in the same school, same is at present not feasible to any extent.

That the products of the Indian school is appreciated to some extent, let me say there has not been a year for the past ten in which one or more of our returned students has not been employed as teacher in the public schools of the Territory. In this way at least many of the methods and practices of our school are carried into the rural public schools. As stated it is not practicable to any extent to place Indian children in the public schools of the Territory at the present time.

In all of our Pueblos, with few exceptions, there are day schools, and this school together with the St. Catherine Mission school of this city, furnishes school privileges for practically all the Pueblos tributary, and in addition this school as well as the Mission school takes quite a large number from outside or more distant tribes.

The State Course of Study has been in general

use for some time, and is ample and well fitted so far as the academic work goes.

The Industrial work of our school is regarded as equally important to that of the school proper, if not more so. As the Indians of the South West are principally Agriculturists, our farm, or perhaps better called garden, receives special attention. The boys are trained in approved irrigation methods,are taught to raise various vegetables,the care of an orchard, and to raise and handle horses, cattle,hogs and pdultry.

In addition to this important branch of their industrial education, various trades are taught,including tailoring,shoemaking,carpentry,blacksmithmithing and engineering. All of these trades are useful, some only to the extent of training the boy to do something and do it well, which of itself is an education and helps him later in whatever occupation he may elect to follow.

The girls of the school are taught those duties that will be useful to them later as housewives. Sewing, including cutting and fitting garments,darning and repair work. Laundry work, ironing, general housework,nursing and the general care of the sick, and last but not least,family cooking, which is taught in our domestic science department,and is looked upon by many as our most valuable branch of industrial training for girls.

Domestic Science is a comparative new department in connection with this school, and has proven very satisfactory.

Many of the larger and older girls from the Pueblos have enrolled in order to get this special training.

While our school is fairly well provided for, and accommodates 300 pupils, our greatest need at the present time is an addition to the girls' home. All the girls enrolled must be quartered in three dormitories; beds are set in thickly and there is little room even for dressing, though the required amount of air is given each one. Again, the crowding of large numbers in bed chambers or dormitories at night is not in many ways sanitary, and lacks in education. It savors too much of the Indian home life, and dwarfs those modest and womanly attributes that go toward building character. The addition to the present girls' home can be built and equipped for $20,000, and as stated is our most important need.

I have spoken of the returned students from this school teaching in the rural districts. Others are holding positions in the Government Service; some are employed as ranch hands, and better still more have built homes and are working their own lands. In all our few graduates and all of our returned students are doing fairly well and are better men and women and better citizens for having had the advantages offered by this institution.

As stated, the existing schools take care of the Pueblo children in quite a satisfactory manner. There are,

however, many Pueblo children who are kept out of school on one pretext or another. After the Pueblo boy reaches 16 years it is hard to get him to continue in school. The same may be said of the girls/ only they are apt to drop out of school younger. It must be remembered, however, that the Pueblos are, and always have been, a self supporting tribe; that they are agriculturists and cultivate the soil, and harvest their crops in a crude manner. They, therefore, expend more labor for small results than they should, but they are slow to accept anything modern. A few years ago I issued some hand cradles to be used in cutting wheat. I know by past experience how to "swing a cradle", and showed some of these Pueblos the art, but they could not be induced to give up the old time hand sickle, an instrument inuse,I dare say, for harvesting grain two thousands years ago. Thus these Indians need all the help from their children they can get. Whole families work in the field, and the tiny children herd the flocks. I have enforced the Territorial compulsory educational law in a few Pueblos. There are a few Pueblos which should send more children to school;viz.,Taos,Santo Domingo and Jemez.

In connection witht the Pueblo children I desire to say that they are very satisfactory students. While they are in a sense plodding and not so apt as some other tribes, they have more character and consequently more stability.

I do not recall any incorigible Pueblo students for a number

of years. During the past year it became necessary to send a Navajo young man to the Territorial Reformatory. This was done as the youth seemed a born thief.

Only one pupil finished the eighth grade this year while certificates in the trades were issued to seven.

The school proper is well equipped, with ample room and furnishings. As stated, the State Course is in use, and teachers prepare the required outlines. While the academic course is printed and outlined, we have no printed course for the Industrial departments. The head of each Industrial department, however, follows a definite plan. For example, a boy who is first detailed to the tailor shop is taught to sit on a table, to use needle and thimble; he is next taught to operate the sewing machine. In the use of the needle he learns to work button holes and various stitches. On the machine he is first taught to sew a straight seam. When he has advanced sufficiently in these, he is given straight work, usually pants, and as he progresses, learns to complete same by making fly, waistband, pockets, etc. From pant work he goes to the vest and then to the coat. After he has learned to make a coat he is ready to take up drafting and cutting. This course, working a half a day at a time, takes the average Indian boy about five years. This is a sample of the plan followed in the other departments.

I have spoken of the general character and our most pressing need, that of additional room for the girls.

It is very proper in this report that I should men-

tion the employees, of he school, and in this connection I desire to say that at no time in the history of the school to my knowledge, has there been so all -around corps of workers. The married employees have cottages, there being five of these including the Superintendent's residence. After the completion of the new domestic science hall, another cottage will be available for employees.

Our school enjoys the confidence of the educational people of our city. The State Superintendent has for the past attended the commencement exercises and taken a prominent part. The address at commencement was delivered by the President of the Territorial Agricultural College.

The work of the school has been adapted to the needs of the Indian. It takes him from the kindergarten to the eighth grade, academically, and industrially, from doing small things to the completion of a useful trade.

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SANTA FE. NARRATIVE-1912

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Methods-
Statistics.
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DEPARTMENT OF THE INTERIOR

UNITED STATES INDIAN SERVICE

Indian Industrial School,
Santa Fe, New Mexico.

June
30th,
1912.

Circular #616.

Annual Report, 1912.

OFFICE OF INDIAN AFFAIRS
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Hon. R. G. Valentine,
Commissioner of Indian Affairs.

Sir:

As a preface to the annual report of the Santa Fe Indian school and agency which I have the honor to submit herewith - although it without doubt involves a recapitulation of facts already brought to your attention in my previous correspondence and in reports of other officials of the service - it seems expedient to set forth briefly the confusing status of the Pueblo Indians, and the developments of the past year which make the present a most critical period in the affairs of these peoples.

The early Spanish explorers found the Pueblo Indians, then as now, an agricultural people, established in their pueblos or villages along the Rio Grande and its tributary valleys. After repeated revolts by the Pueblos against the Spanish rule, permanent peace was effected and the Indians of the several pueblos were confined to certain lands, the boundaries of which were limited and defined. These tracts, embracing portions of the lands originally occupied by the Indians, were confirmed to the Pueblos by grants from the Spanish crown, known as "league grants," in that the grants extended a league (2.63 mi.) in each cardinal direction from a cross erected in the center of the pueblo. Subsequently many of the pueblos purchased additional lands from other grantees of the Spanish government.

The treaty of Guadalupe Hidalgo recognized land titles derived originally from the Spanish crown, and among such titles, the lands embraced in the Pueblo league grants were confirmed by Act of Congress and patented by the United States in fee to the several pueblos as communities.

The status of the Pueblo Indian under the provisions of the treaty of Guadalupe Hidalgo is a puzzling question. If Article VIII of the treaty is to be considered in conjunction with

Article IX, as would appear to have been the intention of the framers of the treaty, it would seem that a distinction was made between Mexican citizens of European blood and Indian blood, in that under Article IX of the treaty subsequent Acts of Congress seem to be necessary to confer citizenship upon the Indians embraced in the territory taken over by the United States under the treaty, who were citizens of Mexico.

Further, it would seem that such subsequent legislation as was enacted by Congress with reference to the territory ceded by Mexico contains no provisions for conferring citizenship upon former Indian citizens of Mexico who remained in the territory ceded - which legislation, from a consideration of the articles of the treaty above mentioned, would seem imperative. In fact, in the formation and organization of the territories of New Mexico and Colorado from the country ceded by Mexico, Congress specifically legislated otherwise, declaring in the basis of representation in territorial legislatures, that Indians be excepted.

More recently, Congress by special Act exempted from taxation all lands which had been patented to the Pueblo Indians. Further: The definition of citizenship in Section 1992 of the Revised Statutes excludes Indians not taxed from citizenship.

Prior to the admission of New Mexico as a state, in the litigation which has arisen through trespass on Pueblo lands and the sale of liquor to the Pueblo Indians, in the efforts to enforce Federal statutes applicable to Indian country and Indians, Territorial and Federal courts have held that the Federal statutes do not apply to the Pueblo Indians and their lands, and that to that extent the Pueblo Indians are citizens.

In this connection, however, it must be considered that the Pueblo Indian is not a member of the body politic. He is denied the right to vote; he cannot sit on juries or hold public office; he has no representation in the enactment of legislation, and no participation in the administration of laws enacted.

The compact between the United States and the State of New Mexico, contained in the constitution, provides that the terms "Indians" and "Indian country" shall apply to the Pueblo Indians and the lands owned or occupied by them at the time of the ad-

mission of New Mexico into the Union.

This office has been, and is now, engaged in the enforcement of such Federal laws as became applicable to Pueblo Indians and their lands by reason of the provisions of this compact. Cases are now pending in the Federal court for this district in which the court will pass upon the construction of the Federal laws with regard to their application to the Pueblo Indians and their lands, as provided in the compact above referred to.

From aconsideration of the treaty of Guadalupe Hidalgo, with particular regard to the two articles thereof above mentioned, which seems to provide in Section IX that further and specific legislation of Congress is necessary to confer citizenship upon citizens of Mexico within the ceded territory, other than Mexican citizens of European blood, and the fact that no such legislation has ever been enacted by Congress, and in view of the special and specific legislation of Congress which exempted their lands from taxation, and the more recent Congressional legislation contained in the compact with the State of New Mexico, above mentioned, it would seem that, except in a few instances where individuals have given up their community life and severed their tribal relations by settling in white communities, the Pueblo Indians cannot be considered citizens.

Contrary to much that has been written and much that is commonly believed, accountable no doubt to the general conception of the much quoted treaty of Guadalupe Hidalgo, the Pueblo Indian, although he has always been self-sustaining, except in rare instances and with few exceptions, is reactionary, incompetent and non-progressive, and in as urgent need of the protection afforded the Indians by the government as any Indians in the United States. I wish to emphasize this statement, which is based upon a study of past as well as present conditions in the pueblos, and in support thereof I invite your attention to a consideration of the following facts:

The Pueblo Indian has lived, and still lives, a community life, the very nature of which precludes him from social intercourse and association with his neighbors. Added to which natural barrier to his progress, must be considered the native Mexican population, as ignorant and nonprogressive as the Indian, which has been the only outside influence, until recent

years, with which the Indian has been brought in contact.

All of the pueblos have suffered the loss of large acreages through sale and improvident alienation. That more extensive acreages have not been alienated has been due to the doubt in the minds of most prospective purchasers as to the validity of legal conveyances by the individual Indians.

With the legislature of the new state alive to the fact that the Pueblo grants constitute some of the best irrigated and irrigable land in the state, legislation will be devised to remove this hindrance, with a view of the economic value of taxation of the lands after their acquisition by the increasing white and Mexican population.

The internal form of government under which the affairs of the pueblos are administered, with its reactionary tendencies and perpetuation of old customs of dress and industry, has not made for progress, and in many instances through maladministration of land matters, because of corruption or ignorance, has been productive of dissension among the Indians, and loss of valuable lands in the several grants.

The degradation and debauchery resultant from proximity of Mexican saloons and brothels to the several pueblos, aside from the debasing moral influence upon the Indians and its deteriorating effect physically,has, perhaps more than any other one thing, lessened their efficiency industrially. It is only in recent years that, through the establishment of day schools in the pueblos, the Indians have been brought into daily contact with good outside influence which has operated for their welfare and advancement.

That the Indians themselves recognize their inability to cope with existing conditions and combat the land-hunger of their neighbors, and that they realize the hopelessness of retaining possession of their lands through their own efforts, is evidenced by the unanimous votes of the councils in nearly all the pueblos to deed their lands in trust to the government for a period of twenty-five years. Whereas this may seem a step backward in the well established policy of the Office in preparing the Indian for citizenship by allotment in severalty, consideration of the foregoing facts in the past history of the Pueblos, and the complicated conditions of the present day,

brings the conclusion that the contrary is true.

In contemplation of such an important step as government trusteeship of the Pueblo lands, there are many phases which present themselves for careful consideration, in the apparent departure from the fundamental policy of the Office in preparing the Indian for the lifting of the government hand by allotment in severalty.

If in pending or future litigation the courts should declare the provisions of the Enabling Act of New Mexico, affecting the Pueblo Indians and their lands, unconstitutional, and declare correlatively unconstitutional the Act of Congress exempting the Pueblo lands from taxation, and should - as would follow such decision - the lands of the Pueblos, or even their surplus lands, become taxable, a decade would see the Pueblos stripped of their only material asset - their lands.

In this connection, it must be understood that at present the Indians eke out a scanty existence and raise barely enough crops for their own subsistence, with no surplus product for market. Further, the income-producing lands of the grants constitute so small a proportion of the total acreages that the payment of taxes by the Indians on their income-producing or surplus lands would work such a severe hardship on them that it may be said with certainty they would be unable to meet the emergency.

Then, too, there is a strong race prejudice against the Indians in New Mexico. Local prejudice is such that in my opinion it is difficult - or in fact well nigh impossible - for the Indian to get justice in jury trials and matters triable before juries and the courts of this state. I believe the Indians are fully aware of the prejudice against them, and as far as possible avoid litigation. It is owing to this fact that in many instances they have suffered loss of lands or property rather than go into court, feeling that they would be unsuccessful in litigation. Such prejudice, I believe, is due in large part to the fact that the Pueblo Indians own large tracts of undeveloped land subject to irrigation, which owing to lack of money and knowledge to promote irrigation they do not cultivate, and upon which they pay no taxes. The lack of development of these lands is looked upon as a detriment and drawback to the country - as indeed it is - and accordingly

resented by white and Mexican population alike.

The trusteeship of Pueblo lands by the government would promote the development of these uncultivated tracts and prove a benefit alike to the Indian and the State, in increasing the material prosperity of the Indian and adding to the economic value of the community.

Another contributing cause to race prejudice is that the community life of the Indians tends to combine them in common cause against the encroachments of land-hungry Mexican and white settlers. In my opinion this prejudice will always exist to a greater or less extent. If steps were taken to remove a contributing cause by taxing the Indians, the result would be that in lessthan adecade the lands would be sold for taxes and lost to the Indians. The reason for this is that at present the Indian does not understand the obligations of citizenship, and cannot appreciate the necessity of paying his share of the support of the government under which he lives by meeting the taxes levied upon him. The trusteeship plan would permit, through the supervision and tutelage of the Office, proper farming of the land now under cultivation by means of application of modern agricultural methods, and in the increase of the material welfare and prosperity of the Pueblos through the building up of their stock and herds, and in the development and cultivation of the unused resources of the various pueblo grants.

Educationally, through the compulsory attendance - now questionable - of all the Indian children of school age at the day schools, the jurisdiction and control of the government possible through the trusteeship plan will insure the education of the Indian, essential in his equipment for assuming the burden and responsibility of real citizenship.

The benefits to accrue to the state through government trusteeship of the Pueblo lands, in insuring eventually a desirable citizen in the Indian, far outweighthe more immediate return to be derived from taxation of the grant lands, possible through thrusting the Indian into citizenship before he is prepared for it. A further benefit to the state lies in the increase in economic wealth through the development of the Indian lands, to be carried on by the Office.

Whereas it is most desirable, and in conformity with every policy of the Office in its dealings with the Indian problem, that the Indian at as early a date as is practicable should assume an equal footing with the white man in the body politic, and so work out the problems of life as an individual, nevertheless it is equally as desirable and in conformity with the aims of the service that,where a permanent good may accrue to both the Indian and the state, the Indian should not be thrust into citizenship before he is qualified and prepared to meet its requirements.

The Pueblo Indian today cannot assume the duties of citizenship without great detriment to himself and the community. His preparation for assuming such an obligation has been too recent and of too short duration. Local prejudice against the Indians, and the increasing pressure of the population of the new state surrounding the pueblos, blind the eyes of local communities to the development of the Indians industrially and educationally.

As the land-hunger of the Mexican and white settlers grows from year to year, emphasized by the increase in population, this prejudice will grow proportionately, and sooner or later take form in such legislation as will bring about the dissolution of the Pueblo lands. The Indian must be prepared and equipped to meet the situation and hold his own against that time. This preparation can only be achieved through a gradual process in the development of the Indian, both mentally and materially, in order to bring him to a plane approaching that set by our standard of civilization.

Because of the paramount importance of the preparation necessary to provide the Pueblo Indian with the educational and industrial equipment essential to him in safeguarding his interests when the government hand is lifted, I respectfully recommend that every effort be made to promote the enactment of Senate Bill 6085, recommended by the Office and introduced by Senator Gamble during the present session of Congress, which provides that the Secretary of the Interior be authorized to accept the lands of the Pueblo Indians in trust for a period of twenty-five years.

Taking as a premise the well defined policy of the Office for employing all the activities of the service in preparing the Indians for the withdrawal of the protection of the govern-

ment, and in providing a way for such withdrawal, in the report herewith submitted, under proper headings as requested, an effort will be made to present the facts of present day conditions among the Pueblos, together with such recommendations as seem the most expedient solution of the varied problems.

In this connection, the conclusions drawn as embodied in the recommendations made, are the results of close observation of conditions and consideration of the methods to be employed in the betterment of existing conditions for the encouragement and equipment, industrially and educationally, of the Indians, and in their preparation for useful citizenship at the earliest date when that responsibility may be safely devolved upon them.

Respectfully submitted,

H F C Hoggenbeck

HFC(V) Superintendent.

Annual Report Santa Fe School.

NARRATIVE

Sec. I --- Law & Order.

Marked results are apparent in the suppression of the liquor traffic among the Pueblos through the work of special officers and Indian deputies, possible through the enforcement of the Federal laws prohibiting the sale and introduction of liquor, which became applicable to the Pueblo Indians and their lands on the proclamation of statehood, by virtue of provisions in the compact between the United States and the State of New Mexico, contained in the Enabling Act. I feel that the results accomplished in the suppression of the liquor traffic among the Pueblos are due, in large measure, to the hearty cooperation given me by the Liquor Service. In this connection I feel that great credit is due Special Officers Terry and deCrevecoeur in the tact and industry they have shown in the conduct of their work among the Indians.

The frequent religious dances and annual feast days held at the pueblos, which were formerly attended by a general indulgence in liquor, and the brawls, fights and general disorder among the Indians incident to indulgence in intoxicants, are now conducted in an orderly manner. The San Juan fiesta, held on the 24th of June, at which there was no indulgence in liquor by either Indians or the Mexicans who attended, was in decided contrast to the fiesta held at that place two years ago, which excited no little comment on account of the scenes enacted by drunken Indians.

No reform movement or step toward betterment of existing conditions was ever carried on in any community without encountering opposition, varying in its strength in proportion to the degree to which corrupting influences had fastened themselves upon the community. It has been so in the work for the suppression of the liquor traffic among the Pueblos. Previous to the inauguration of our work, nearly all the Indians, men and women, drank - some more than others. Liquor was considered essential in the celebration of their religious ceremonies, as well as during their fiestas and in the holding of any events of importance in the community, such as baptisms and marriages.

Liquor among the Pueblos has done more than any other one thing to weaken the Indian physically and morally, and to lessen his efficiency industrially. Time which should have been

spent in farming was wasted in loitering about neighboring saloons and brothels, and money which should have gone for necessities was spent for liquor.

Special efforts have been made to enlist the Indian in the working out of his own reformation in this respect, and the theory that the best results could be secured in this way, by our experience in the various pueblos has been demonstrated to be a fact. To this end the laws with regard to introduction and furnishing of liquor to Indians, and the Federal statutes with reference to trespass on Indian lands, have been taken up with the pueblo councils and explained in detail.

The good to result from the suppression of the liquor traffic among their people and from the protection of their lands from trespass, has been fully gone into with the Indians, and in most of the pueblos, after due consideration, the Indians have evidenced their willingness to cooperate with the government in the protection of their moral and material interests. In three of the pueblos, at my request, the councils have selected two deputies each, who, after consideration of their qualifications and fitness, have been approved and appointed deputy special officers. Where this plan is practicable through the willingness of the pueblo to cooperate with the government, I regard it as the most advantageous method to pursue. In this way, through their selection by the council, the deputies are insured the moral backing of the majority of the principal men in the pueblo, and the pueblo itself is made to feel that it is responsible for its own reformation.

In view of the extent to which drinking was prevalent among the Pueblos, stronger opposition and more violence in the enforcement of law and order and the liquor laws was anticipated than has been experienced. Not but what considerable opposition has been met, but it has not resulted in the acts of violence against the deputies which were to be expected. Aside from the opposition on the part of the lawless drinking element to the presence of deputies in the pueblos, at San Juan this faction resents the stand I have taken in opposing the continued leasing by the pueblo of valuable tracts of irrigated and pasture land on the west side of the Rio Grande. San Juan has suffered heavily from land adversion, and there are many Indians, particularly the young men, who either have no ir-

rigated land or have not adequate acreage to raise sufficient crops for their own consumption. As nearly as can be ascertained without a survey, these tracts comprise about two hundred acres of irrigated land and about two hundred acres of good pasture bording on the Chama river and the Rio Grande. The annual rentals paid in wheat and money do not exceed one hundred dollars, and the revenue thus derived, instead of being used to the benefit of the pueblo, has been, almost without exception, squandered in liquor by the successive governors and their coteries of friends. As soon as I became conversant with these facts I took up the matter with the governor and council and in several conferences, extending over a period of several weeks, repeatedly pointed out the need of this land for the pueblo, and the desirability from every point of view of the discontinuance of these leases. The governor and council finally came to see the wisdom of such action and voted to discontinue the leases, those for the pasture land at once, and those affecting the agricultural land as soon as the crops then planted by the lessees were harvested.

The opposition to the work of the deputies at San Juan and to the discontinuance of these leases centers in an Indian, Ramos Archuleta, who has since used his influence to embarrass the governor in his support of the deputies and conservation of pueblo lands, in fomenting dissension and strife in the pueblo.

So far deputies have been established at Santa Clara, San Juan and Taos, three of the larger pueblos where drinking was most prevalent and most marked. Within the last few months, since the establishment of deputies in these pueblos, and the enforcement of federal statutes applicable to the Pueblo Indians and their lands, there has been practically no drinking among the Indians in these localities. This has been accomplished largely by the activity and vigilance of the Indian deputies, and the growing feeling of the lawless element that we mean business in the suppression of the traffic, and that they will only create serious trouble by open resistance to our efforts. It is worthy of note that there has been no instance of abuse or misuse of authority on the part of the Indian deputies.

Some of the smaller pueblos - Nambe, San Ildefonso and Tesuque - have so far refused to cooperate with the government

by selection of members of their own pueblos, subject to our approval, for appointment as deputies or police to combat the liquor traffic and protect their lands from trespass. These are pueblos which are the most closely associated with neighboring Mexican settlers and who have to quite an extent intermarried with the Mexicans. They have been influenced in the stand they have taken, I believe, by the counsel of their Mexican neighbors. It is unfortunate that they have been subjected to such influence and advice, which is based upon ulterior motives, but it is a contingency which cannot be avoided, and which I would not be inclined to remedy if I could, believing that the time has come in the conduct of Indian affairs when the Indian must weigh advice and counsel given him, and choose for himself between that which is sound and for his good, and that which is prompted by selfish motives.

It is proposed to establish police or deputies, or both, where conditions warrant, in the pueblos in this district, and recommendations setting forth the reasons and necessity for such action will be submitted. In pueblos where by reason of reactionary tendencies, as at Santo Domingo, or a desire for non-interference by the government with the liquor traffic, as at San Ildefonso, Tesuque and Nambe, the pueblos will not cooperate with the government in the protection of their moral and material welfare by the selection of men to act as police, or where such Indians cannot be secured to act in that capacity without the sanction of pueblo officials, subsequent recommendation will be made to provide for the contingency, in the appointment of outside men, either Indian or white.

Jemez is the only pueblo in this district which manufactures a native drink. At Jemez, as at Isleta in the Albuquerque district, the Indians have extensive vineyards and a considerable quantity of wine is made, which is consumed by the Indians and is followed through the winter by the usual attendant disorders of drunkenness, brawls and domestic troubles. The Jemez Indians have been informed in council that the making of wine will not be permitted, and that where their grapes are converted into wine the wine will be confiscated.

The Jemez Indians do not closely associate, and have not to any extent intermarried with the undesirable Mexican population

which surrounds them, and owing to this fact it is believed that if the manufacture of wine is prevented, a stop can be put to drunkeness at Jemez. The outside sources of liquor supply used by the Jemez Indians, when their own supply of wine is consumed, are located in three or four Mexican settlements within a few miles of the pueblo. Traffic with the Indians at these points can be suppressed, as has been done at other places, through the special officers and the deputies to be located at Jemez.

The result of our policy of working from the inside out, as well as from the outside in, in the solution of the liquor problem among the Pueblos - that is, in enlisting the cooperation of the Indians themselves in combating the traffic - has been that the larger part of our work is preventative. The good results in stationing deputies permanently in the pueblos have been almost incalculable. Knowing through experience that drunkenness would not be tolerated and that any introduction of liquor into Pueblo lands would be apprehended and punished, resulting in serious trouble to the individual, through the watchfulness of the deputies, the Indians are coming to feel that they cannot drink or bring liquor into the pueblo and "get away with it."

Our efforts have also been directed to securing evidence against saloons known to have been engaged in the business of furnishing liquor to Indians, and in the prevention of introduction into the pueblos by whites and Mexicans as well as by the Indians themselves. Several cases of introduction have been secured. In the indictment against the Mexican, Felipe Sandoval, for introduction of liquor at San Juan, secured at the April session of the United States Grand Jury at Santa Fe, demurrer was interposed at the May term of the court. Copies of the indictment, together with briefs and arguments in this case, have been forwarded to the Office. The demurrer, in substance, sets up the unconstitutionality of the provisions of the Enabling Act which made the Federal laws applicable to Indian country and Indians apply to Pueblo Indians and their lands. This case is now pending before U. S. Judge Pope.

The majority of the Pueblos are nominally Catholics, but despite outward manifestations of conformity to any creed of the Christian religion, the Indians are at heart and in truth pagan. The essential contributing factor to the perpetuation of their condition of heathenism is the constantly recurring religious ceremonies and dances. These dances and religious ceremonies are more potent in their effect in shaping the lives of the Indians than can be apparent to the casual observer who witnesses the celebration of their fiestas with a natural interest in the picture thus presented of old Indian rites and customs. In this perpetuation of the ceremonial rites of paganism, manifest in their dances, is centered the whole strength of the reactionary element as exercised in the paternal form of government common to all the pueblos. Through these religious ceremonies and dances, under the direction of the high priest, or casique, the beliefs and the rites of paganism are perpetuated and impressed upon the younger generation. Returned students and the younger people generally who have learned outside ways and customs, on taking up their life and work among their own people in the pueblos, are coerced, by the preponderance of public opinion in the Indian community, into laying aside those things they have learned which make for progress and which they would of their own free will continue, and are made to conform to the old reactionary customs of the pueblo. Severe punishment, such as flogging and confinement, has followed their refusal to readily yield to the dictates of those in authority in the pueblos.

This conformity to the customs and religion of the pueblo pertains to matters of dress and living as well as to dances and ceremonies. Close observation and study of the effects, as evidenced in present conditions in the pueblos, upon the Indians generally, and particularly upon the younger generation - wherein lies the hope and promise of the working out of the problems of their people - have convinced me that real progress and betterment of conditions in pueblo life can only be substantially realized through the abolition of the pagan dances indulged in in all the pueblos, together with the curbing of pueblo authority over the young people as regards the right of the individual to freedom of thought and action and conduct of his own affairs, particularly with reference to his beliefs in religious and public, as well as private matters.

Bitter opposition by the reactionary element among the Indians, together with strong denunciation by well meaning but misguided and inaccurately informed sentimentalists, would follow any step which the government might take in the abolition of these dances. However, both the immediate and ultimate good which would result from such action on the part of the government, in the help extended to the Indians in real progress toward intelligent citizenship, would more than outweigh and offset other considerations.

None of the boundaries of the pueblo grants are distinguishable or properly marked, and none are fenced. Few of the individual holdings of the Indians are surrounded by legal fences, as is the case of most of their neighbors. In the past, prior to the application of Federal laws for the protection from trespass of Indian lands, provided by the Enabling Act, the Indian lands and fields were subject to continued and extensive trespass by the stock and cattle of white and Mexican settlers. Before active enforcement of these laws by this office, notices were prepared and posted, setting forth the context of the Federal statutes and their application to Indian lands with reference to trespass and introduction and sale of liquor. This was done that ample warning might be given to neighboring settlers and those interested, regarding the change in status of the Indians and their lands.

In this connection, letters were written to the railroad and express companies whose lines cross the Pueblo lands, calling their attention to the application of Federal laws to the lands of the Pueblo Indians with reference to introduction of liquor. Upon receipt of my letter, the D.& R.G. Railroad Co. issued notice to its agents and patrons that consignments of intoxicating liquors would not be received for shipment to points within the boundaries of the Pueblo Indian lands.

Following the posting of notices, the introduction of intoxicating liquor into Indian lands continued, and cases secured were presented to the grand jury, resulting in the indictment above mentioned.

After repeated driving off of trespassing stock from the Santa Clara lands, with warnings to the owners that if such

trespasses were continued the stock would be taken up and held for redemption under Revised Statute 2140, in April, under my direction, 101 head of stock were taken up on the lands constituting the Santa Clara league grant and the Santa Clara executive order reservation. Of the stock so taken up, 100 head were redeemed by the owners upon payment of one dollar per head, as provided by the statute, and in two instances with a nominal charge of twenty-five cents each for feed for the animal while held. One cow of the number taken up, together with a calf since born, is now being held at Santa Clara until disposition of the suits now pending before Judge Pope.

The Santa Clara lands are still suffering to some extent from trespass of stock, and following the conclusion of court proceedings for the collection of the penalty on the cow and calf now held, such trespassing stock as may be found upon the lands of the grant reservation will be taken up and held for the penalty, as provided by the statute, as was done in the instance above mentioned. Trespassing burros and horses were taken up on the lands of the San Juan grants, and such as were not claimed are being held pending the outcome of cases now before Judge Pope.

Although action would naturally lie in mandamus proceedings against the D.& R.G. Railroad, to compel the railroad to accept shipments to points inside of the Indian country, owing to the fact that the attorneys retained by the liquor dealers were local counsel for the railroad, injunction proceedings, instituted by the Espanola saloonkeepers to test the validity of the Federal statutes in their application to Espanola, were filed against Special Attorney Wilson and myself. The injunction papers were returnable in the state court. Upon refusal of the United States Attorney to act in our defense, Special Attorney Wilson filed the answer and made the argument before State Judge Abbott, denying jurisdiction of the state court and asking for a removal to the United States Court, on the ground that the issue involved depended upon the construction of a Federal statute.

In the matter of the application of the Federal statute prohibiting the introduction of liquor into Indian country, United States Attorney Davis was of the opinion that we could

not legally prohibit the transportation of liquor into Espanola and similar settlements located within the boundaries of the Pueblo Indian lands, which in his opinion did not come within the purview of the statute. Aside from his attitude with regard to the application of statutes prohibiting introduction to Espanola and similar settlements, Mr. Davis expressed himself as of the opinion that we could proceed under the respective Federal statutes in the protection of Indian lands from trespass and in the prosecution of the furnishing of liquor to the Pueblo Indians and introduction of liquor on their lands. In reply to my request for his assistance in the injunction proceedings, Mr. Davis stated that he was presenting his opinion in the matter to the Attorney General, and that he would not appear in the case without definite instructions from the Department of Justice. Subsequently I was informed by the Office that Mr. Davis had been instructed by the Attorney General to assist in our defense, and I am informed by Mr. Wilson that Mr. Davis has tendered his services to assist in the case.

The question at issue in the Espanola injunction proceedings involves so many points of vital importance in the application of the Federal statutes to the lands of the Pueblo Indians that both Mr. Wilson and I have felt from the first that the court should be called upon to render a decision on these points, which to our knowledge have never been adjudicated.

Espanola is not an incorporated village. Many of the titles, to the best of our information and belief, have been acquired through adversion. Our contention being that the settlement is gridironed with tracts to which Indian title has not been extinguished, it seemed important and desirable that the courts should pass on whether Espanola and similar settlements located within the boundaries of Pueblo Indian grants and entirely surrounded by Pueblo lands, are Indian country. To the best of our knowledge and belief, these settlements are gridironed with tracts of land to which Indian title has not been extinguished, and our contention is that in consequence of this fact, these settlements are Indian country within the meaning and intent of the statute. We know that unless we can prevail in this contention we cannot prohibit the introduction of liquor into Espanola and settlements similarly located in the very heart of the Indian country, and therefore cannot hope to

keep liquor away from the Pueblos, for which the provisions of the compact in the Enabling Act were made.

In the past, Espanola saloonkeepers in furnishing liquor to the Indians have been great offenders in debauching the Indians of Santa Clara, San Juan and San Ildefonso, three pueblos in the neighborhood of the settlement.

In connection with the injunction proceedings instituted by Espanola saloonkeepers, it is interesting to note that two out of the three plaintiffs have been convicted of selling liquor to Pueblo Indians under the state statute prohibiting such sale.

The petition filed by Mr. Wilson for removal to the Federal court was denied by the State Judge. Steps were then taken to file the record in the case with the U. S. District Court. Arguments and briefs in the case were submitted by Mr. Wilson, and the case is still pending before Judge Pope, no decision having yet been rendered. It is quite possible that decision in this case will be considered in conjunction with the demurrer to the indictment in the Felipe Sandoval case, the question at issue involving many of the same points.

The matter of conservation of the resources of the Indian lands for the Indians with regard to grazing, firewood, and such timber as there may be, is most important. To this end, that there may be adequate protection from trespass in both these respects, recommendation will be submitted for the appointment of Indian police at the several pueblos, experience having shown that only in this way can the lands be adequately protected and reserved for the use of the Indians.

The following cases involving lands of the Pueblo Indians are now pending in the state courts:

Mamby vs. Daniel Martinez, et al.

Suit to quiet title for partition of the Antonio Martinez grant, which is adjacent to the Taos pueblo grant, and in which the Indians have a claim of some ten thousand acres, based upon ancient deeds made to the pueblo during the Spanish control of this country. The Indians have presented all the evidence nec-

essary to sustain their case, and the matter is now before the referee for final determination. No report has yet been handed down by him, although repeated efforts have been made to obtain action.

Pueblo of Taos vs. Malaquias Martinez, et al.

This is a case brought to eject certain squatters from what is called the Job Houghton tract, claimed by the Indians of the pueblo of Taos by virtue of a deed made to the pueblo by Job Houghton, attorney for the heirs who claimed the Le Roux grant when that grant was before Congress for confirmation. This case is at issue and only awaits a jury for trial. Special Attorney for the Indians went to Taos in May for the purpose of trying the case if possible, but owing to the fact that there were no court funds available, there was no jury held that month, and the case could not be tried. There will probably be a jury term this fall, when this case can be disposed of.

Walter William Wynne and George Herbert Newman, et al,
vs.
Unknown heirs of Pedro Vigil de Santillana.

This is a suit to quiet title in partition of the Le Roux grant, and has not advanced beyond the stage of publication, but it will be necessary for the pueblo of Taos to intervene in order to set up its claim to the Job Houghton tract and have it excluded from the balance of the land which is included in this grant.

There should be included with the above cases, all of which involve the interests of the Taos Indians, a case before the State Engineer for waters of the Rio Pueblo, upon which filings were made by the engineer for the irrigation service of the Indian Department, Mr. H. F. Robinson. The users of the waters of this stream have filed a contest against the application, and it will proceed to trial as any other case before the State Engineer.

Pueblo of San Juan vs. Miguel Cassias.

This is a case for ejectment, brought by the pueblo against Cassias to eject him from certain lands which he purchased from an Indian of the pueblo. Case was primarily brought to contest

the right of an individual Indian to sell his holdings in a pueblo grant to parties outside of the pueblo. The evidence for the plaintiff was submitted in June, 1910, and a demurrer to this evidence was filed. It was argued and submitted on briefs to the court in the fall of that year. The courts have not handed down any decision.

Pueblo of Santa Clara, an incorporation,
vs.
Hobart, et al.

This is a suit to quiet title on another pueblo grant. One of the defendants, Hobart, was served, and filed an answer raising the plea res judicata. The issues on this plea have been submitted and the court decided the case adversely to the pueblo last winter. It will be remembered that Mr. Oscar Lang, of the Law Division of the Interior Department, came here last fall, and with Mr. Wilson filed a brief for the plaintiff upon the adverse decision rendered. Mr. Wilson submitted the question of an appeal to the Department, but it was recommended that no appeal be taken. Judgment was therefore entered for Hobart, and the case at present is open as to other defendants whose rights will be tried at a future date.

Juan Luis Garcia, et al., vs. Pueblo Santa Clara, et al.

This case is disposed of except as to the question of costs, and as it is the intention of the plaintiff to compel the defendant to pay the costs, the pueblo is fighting the matter through the Special Attorney for the Indians. No determination of it has yet been made.

Vigil vs. the pueblo of Santa Clara.

This case was brought to quiet title to a small tract of land lying within the pueblo grant. The land was originally deeded to a lawyer here for legal services, and at the time the land was transferred, the boundary on the east was given as the Rio Grande. Since that date - nearly eighteen years ago - the Rio Grande has shifted its course to a point about half a mile further east than the line which it followed when the deed was executed. The present holder of the land claims the east boundary as the present course of the Rio Grande, and the question

at issue is as to whether the land between the old river bed and the present one belongs to the pueblo or to the plaintiff. An answer has been filed for the defendants by the Special Attorney for the Pueblo Indians, and the case will be tried at the next term of court for Rio Arriba County.

Pueblo of San Ildefonso vs. Romero, et al.

This is a case brought to quiet title upon the San Ildefonso grant. Owing to lack of funds to make the necessary surveys, the case has only been carried to the point of serving some of the squatters on the land. As soon as funds are available, necessary surveys will be made and the case brought to a conclusion.

Trinidad Baca, et al.,
vs.
Unknown heirs of Jacinto Palaez, et al.

This was a suit brought to quiet title upon the La Bajada grant and the Cochiti grant. Claimants had set up a claim to a large portion of the Cochiti grant. Intervention on the behalf of the Indians has been filed, and so much of the land as was in conflict between the Cochiti grant and the La Bajada grant has been determined to be outside of the latter grant and the property of the Indians. According to the report of the referee, which was filed some time ago, in addition to the land in conflict between the two grants, the Indians also claim title to a large portion of the La Bajada grant by virtue of an ancient deed executed by the owners of the grant in the year 1738. Owing to the fact that the deed has never been recorded, and that there was a judicial partition of the grant made in 1804, it is quite probable that the Indians will not be able to prevail in this claim. However there has been no decision on this phase of the question as yet.

Pueblo de Santo Domingo, an incorporation,
vs.
Riviera, et al.

This is a case brought to quiet title upon the Santo Domingo grant, and some evidence has been taken, especially with reference to the Mexican squatters at Sile, which is near the western boundary of the grant. Considerable valuable testimony has been introduced, and at the present time as far as the Sile conflict

is concerned the case for the Indians has been closed, and we are awaiting the introduction of evidence for the defendants.

The entire question of the settlement of land titles for the Pueblo Indians of New Mexico is largely dependant upon a proposed appropriation by Congress of sufficient funds for defraying expenses of surveying the pueblo grants. At the present time the Indians themselves do not know their exterior boundaries, and in some cases claim much more land than is actually included within such boundaries. In view of this fact, litigation to settle questions of boundaries and titles to lands in Pueblo grants is dependant upon accurate surveys and upon funds sufficient to pay for such surveys. As soon as money is available, however, I am assured by Special Attorney for the Pueblo Indians such cases as are now pending for the purpose of determining for all time the question of land titles in conflict with Indian titles, will be settled, and other cases filed as rapidly as possible, until the much vexed question of Indian titles shall be finally determined.

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Section II --- Health

Haalth conditions in the pueblos are not what they should be, due to lack of sanitation and sufficient medical force to insure the adoption of preventative measures as well as to carry out the treatment and administering of medicines prescribed by the physicians.

The medical force at present consists of two regular physicians and one contract physician for the agency and a contract physician for the boarding school. On recommendation of this office Dr. Holt, regular physician stationed at San Juan, was relieved of Picuris pueblo, which was combined with Taos under Dr. Williams, who entered on duty June 12th. This arrangement cannot but result in much benefit, both to Picuris and the other pueblos in the territory which is covered by Dr. Holt, in that it will insure more frequent visits to Picuris, of longer duration, and allow Dr. Holt more time for visiting Santa Clara, San Ildefonso, Tesuque and Nambe, pueblos which comprise his district.

In my opinion Dr. Holt's territory is now too large to secure the results we are working for, in that the distances are such as to necessitate the doctor spending the major part of his time on the road, which leaves too little opportunity for building up the confidence of the Indians and for getting the intimate personal knowledge of pueblo conditions necessary if satisfactory progress is to be made in the treatment of sickness and disease, and in the betterment of health conditions in the pueblos.

The four pueblos in the southern division of this district are under one regular physician, Dr. Brock, who is stationed at Jemez. Here, again, the territory assigned is too extensive. It is some forty-five miles from Jemez to Santo Domingo, and the distance and difficulty of travel are such that visits cannot be made to the pueblos with sufficient frequency. In consideration of this fact, and owing to the need for and amount of work which should be done by a physician at Santo Domingo, recommendation will be made that Cochiti and Santo Domingo be combined under one regular physician stationed at Santo Domingo.

From observation of health conditions in the pueblos, I am strongly impressed with the urgent need for field matrons. On recommendation of this office a field matron was established at San Juan last May. On the several visits which I have made to

San Juan since then, I am convinced that much good is being accomplished there through Miss Jeffries, the field matron.

The opportunities for work by a field matron in the pueblos are almost unlimited. Although the particular field for her work exists in the need of her assistance in augmenting the work of the physician, there is much to be done industrially in teaching Indian women sewing and modern methods of general housekeeping. My observation is that at present the work of the physicians is greatly hampered through lack of field matrons in the carrying out of provisions laid down by the doctor in the treatment of sore eyes and trachoma, sickness and disease. Then there is a great deal which can be accomplished through the influence of the field matron in interesting the Indian women in providing more light and ventilation in their homes, as well as in carrying out modern methods of sanitation in housekeeping. Recommendation for the establishment of field matrons for the several pueblos will be submitted at an early date.

I find upon investigation that the supply of domestic water in the pueblos is most inadequate, and that there is grave danger in present conditions of not only possible but very probable epidemics. As a prevention against disease from insanitary water supply, it is necessary that every precaution be taken to insure plenty of water for domestic purposes which shall be conveniently located, pure, and plentiful in quantity. I find that in most of the pueblos there is very imminent danger of disease from impure sources from which thedomestic water is obtained.

Taos is fortunate in this respect, in that it has within the pueblo a mountain stream, cold, clear and uncontaminated - by reason of there being no settlers on it above the pueblo.

Picuris also has a mountain stream running through the pueblo from which domestic water is obtained. I feel, however, that there is real danger of contamination at certain periods of the year from the use of the water of this stream, in that there are many settlers on the river above the pueblo who use the river to a great extent for sewage purposes.

San Juan obtains its supply of domestic water during the summer exclusively from irrigation ditches taken from the Rio Grande. In the winter, when there is no water in the ditches, domestic water is taken from two springs which have been excavated and banked up, forming open wells.

Santa Clara has two dug wells at some distance from the pueblo in the bed of the Santa Clara river, and three dug wells in the pueblo which belong to individual Indians.

San Ildefonso has one dug well in the pueblo aside from the school well, which is also a dug well.

There are no wells at Tesuque and Nambe except an open well at Nambe which is no longer in use.

There is a dug well at Cochiti on the property leased by the government for a school. There is also a dug well used by the community, located on the land condemned for the new school site.

Santo Domingo uses ditch and river water for supply of all domestic purposes.

There are no wells at Zia, and only one open well in use at Jemez.

Recommendation will be submitted to remedy these conditions by putting in each pueblo drilled wells, cased, and provided with cement caps and pumps of malleable iron construction.

Dug wells which have been constructed by the Office in the past have not proved satisfactory, and have demonstrated that they are insanitary and not adapted to use by the Indians. I have frequently seen Indians coming to the well for water empty the contents of their ollas into the well before refilling, thus contaminating the well and subjecting other users of the same to possible contagion.

It is proposed to locate drilled wells as convenient to the use of the Indians as practicable, the selection of site to secure proper drainage, and to provide a sufficient number of wells in each pueblo, based on the population, to insure an adequate supply which will not result in lowering the water level in the wells through over-usage.

I feel very strongly the necessity of securing these wells as early as possible.

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Health statistics herewith submitted show a heavy infant and child mortality among the Indians. There were many deaths at Santa Clara and San Ildefonso due to measles. I believe medical authorities do not recognize this disease today as necessarily dangerous, and the deaths from measles among the Indians this year I believe to have been due to lack of proper care and attention, particularly during the convalescing period. I believe there would be a marked decrease in the death rate among Indian children, due to measles and other diseases, if field matrons were stationed in the several pueblos.

There are more deaths among the Indians, particularly the adults, from pneumonia than there need be if sufficient care were given the patients. The practices of the medicine men and lack of proper treatment and care are responsible for the death of many of the Indians through pneumonia and bronchial affections, to which the Indian is particularly susceptible.

There is a great deal of sore eye trouble among the Indians which is aggravated and protracted through lack of sanitation and proper care of the eyes during such periods. Here again is a field where a matron could render most efficient work in providing treatment for those Indians who would take advantage of the opportunity - of whom, in my mind, there would be a constantly increasing number when the benefits of such treatment were seen and realized.

Annual Report Santa Fe

NARRATIVE

Section III --- Schools.

Day

The day schools form a most important factor in the education of the Indian. Special efforts will be made during the coming year that the enrollment in the day schools shall consist of children from school age up to not exceed ten years of age. It is believed that much better results can be secured in this way, through having the older children attend the boarding school. In this way the children in attendance at the day schools will be of a more uniform age and grade, which will simplify and concentrate the work of the school.

Much difficulty is experienced in securing anything like a regular attendance of the children enrolled at the day schools. Although in one instance, in the Albuquerque district, I believe the provisions of the state law for compulsory education were applied to the Indians, this was accomplished through the aid of a friendly white justice of the peace. I believe there is some question as to whether this law can be enforced with respect to the Indians, and I am of the opinion that it would be almost hopeless to attempt it where the cases would have to be brought before Mexican justices of the peace, who are uniformly ignorant and unqualified, and who would not be inclined to support the efforts of the government in this respect. It is proposed, if Indian police are established in the several pueblos as recommended, to enforce compulsory attendance of children of school age at the day schools, through the police.

In order to have satisfactory progress in school work at the day schools, as in any other school, there must be regular attendance. The inclination of the Indians is not to consider the attendance of their children at school as of serious importance, and to allow them to stay out of school on most any pretext, as well as to take them out for work which could be done by other members of the family. In my opinion the parents should apply to the teacher in person for permission to keep their children out of school, and then where there was any good reason for such action the teacher could grant such permission. The police should report each morning to the teacher and by visiting the homes of Indians whose children were absent without permission, enforce the attendance of such children by bringing them to school. Only in this way can satisfactory results be obtained in day school work.

It is proposed in the near future to request a small apportionment of funds from "Indian Schools, Support" for basketballs and the erection of baskets for the girls, and baseballs and gloves for the boys at the day schools. These would be of great assistance to the teachers in keeping up the interest of the children in the school and in the work, through providing this means of recreation during recesses.

The day school situation at Nambe is far from satisfactory. Owing to the dissatisfaction felt by the better and more progressive element in the pueblo over the administration of pueblo affairs, particularly with regard to land matters and the use of intoxicants in the pueblo, in recent years the pueblo has split into two factions, the better and more progressive of which has left the old village and moved up above, some two or three miles, and established a little community of its own. A strong feeling exists between the governing party, which remained in the old pueblo, and the progressive faction, and it is owing to this feeling, and the fact that the quarters leased for a day school are located in the old pueblo, that the attendance at the school does not comprise any of the children from the upper pueblo. The attendance at the day school during the past year has not been such as to warrant, in my opinion, the continuance of the school another year. In consideration of these conditions a careful and accurate census was made of both settlements of the Nambe Indians by an employee detailed from this agency, in order that accurate information might be had on which to consider whether recommendations should be submitted for the abolition of the school at Nambe or whether new quarters should be leased or a site condemned and a building erected at a moderate cost in a location between the pueblos which would be equally accessible to both settlements. The present day school accomodations are undesirable and inadequate, both as regards room and location, to permit of the school being maintained up to the standard in appearance and equipment. Recommendation will be submitted in the near future, based upon a careful consideration of present conditions at Nambe, in view of the census above mentioned, setting forth the reasons for discontinuing the school or erecting or leasing quarters differently located, whichever may seem the best conclusion to be drawn.

There is urgent need for the establishment of a day school at

Santo Domingo for the accomodation of 150 pupils not in attendance at any day school. It will also be necessary that steps be taken to compel attendance. Conditions at Santo Domingo and the need that a day school be established at as early a date as practicable, will be taken up in detail in recommendation soon to be submitted.

Equipment at the day schools does not permit extensive industrial training, although the girls are instructed in sewing, and the children, under the direction of the teacher, assist the housekeeper in keeping the building clean and orderly, and in the care of the grounds.

The present appearance of our day schools outwardly is anything but attractive. I find the grounds of many of them grown up to rank weeds, and devoid of any green surroundings, which are particularly desirable in this country. It is proposed to set aside a portion of the grounds as a playground for the children, and through the planting of trees and blue grass seed -which does very well under these conditions - to make the schools attractive in appearance.

At most of the day schools the boys and girls have had gardens which they have planted and cultivated. This is good training for the children and the work is uniformly enjoyed by them. Another year it is proposed to have children's gardens in all the schools where land and water are available.

There are some repairs and some little remodeling which is necessary and which has been recommended at San Juan; the Office has stated that the work will be done this summer, when the new funds are available.

The portable buildings which comprise the schoolhouse and quarters at Zia should be replaced by substantial quarters and school. The quarters supplied the teacher and housekeeper are undesirable from every point of view. The portable cottage is both extremely hot in summer and cold in winter, and by reason thereof, such discomfort is experienced by employees as to make them discontented. This matter will be taken up more fully in recommendation to be submitted in the near future.

Bids have been submitted for construction of school plants

and quarters at Santa Clara and Cochiti, which bids have been forwarded to the Office for approval. School equipment and quarters at both Santa Clara and Cochiti are inadequate and of such nature that it is very desirable that action be taken so that the new buildings may be ready for occupancy as soon as possible after the commencement of the school year.

Boarding

The consolidation of the boarding school and agency renders possible a closer association of the pueblos and the pueblo day schools with the boarding school, and special efforts are being made to that end. It will be the plan hereafter, so far as possible, to fill the boarding school by the transfer of the older pupils from the day schools at the various pueblos after they have completed the course outlined for them there. In this way better results can be accomplished for the children in both classes of schools.

There have been some pupils enrolled at the boarding school during the year who are part Mexican; it is the expectation to eliminate those with a preponderance of Mexican blood, and especially those concerning whom there may be any question as to Indian blood, and fill their places with pupils from the pueblo day schools as outlined above, and from classes of pupils from various Indian reservations from which this school has been drawing in the past.

Aside from the fact that the state course of study is being followed, so far as is practicable, there is little relationship between the public schools and the Indian school in this part of the state. This may be due partly to the fact that in the country schools the pupils are almost entirely Mexican, and the schools are in session only a small part of the year, the standard being not so high as the aim of the Indian schools.

All the Indian pupils, with the exception of those at the Santo Domingo pueblo, and one or two small pueblos, are provided with day schools, where the children attend until they choose to

enroll at the Santa Fe Industrial school or St. Catherine Mission school. At the Santo Domingo pueblo there is urgent need of a day school, as only about fifty of the children of school age, out of more than two hundred, are in attendance at the Santa Fe Industrial school. The other pueblos alluded to are so small that the government would not be justified in establishing day schools, and most, if not all, the children are taken care of in the Santa Fe and St. Catherine's schools.

The state course of study in New Mexico is similar to the courses of study in other states, and is followed so far as it can be adapted to the needs of the Indian school.

One of the principal features of the Santa Fe school is the stress laid on industrial training. Especial care is exercised in giving the boys instruction in gardening, farming, care of orchards, dairying, care and handling of stock, as well as the usual instruction in the trades that can be taught at an Indian school.

The garden and orchard are well cared for, and beside furnishing vegetables for the pupils' tables during the summer, the garden produces sufficient quantities of onions, cabbages, beets, carrots, parsnips and squash to last the entire school year. These vegetables, with the subsistence supplies allowed on the annual estimate, and the products from the dairy and poultry yard, make it possible to have an excellent bill of fare for the pupils' tables during the entire year. The orchard this year again will furnish an abundance of apples, peaches, pears, plums and apricots, and it is the intention to preserve many barrels of fruit for the winter season. A class of girls have planted and taken care of a nice garden in which a good part of the school's vegetables are raised. The girls are taught all kinds of domestic work, and are given some training in the hospital - all with a view to preparing them for future usefulness in improving their home surroundings and communities when they return to their homes.

The most imperative need of the school is an addition to the girls' dormitory. At present the school is obliged, for lack of room, to turn away many girls who seek admittance. A suitable addition which would accomodate fifty girls more, and furnish many needed conveniences for the girls who are already here, would cost about $20,000. The Office, I believe, understands this need, and it is hoped that steps will be taken to obtain this addition at the earliest practicable date.

A system for protecting and insulating the pipes that carry the steam from the boiler house to the main buildings, for heating and cooking purposes, is also an imperative need. The present pipe covering is old and worn out, and many of the pipes are rusted so that a completely new steam pipe system and covering for same is required. A steam conduit system would meet the needs. The cost for installing this would not exceed $3500.00.

A newmodern dairy barn is another need of the school, the present frame building used for this purpose being unsuited for a dairy barn.

The course of study includes the work done in public schools of the state. There are eight grades in the academic departments, and pupils must finish the eight grades before graduating from the school. There were no graduates during the school year just ended, but it is hoped that hereafter there will be a class to graduate each year.

The former graduates of the school are for the most part doing good work, either at their own homes or away from them.

There have been no cases of incorrigible pupils at the school during the year.

The schoolrooms are well equipped with books and other material necessary for the proper conduct of the school. The teachers are all good instructors and prepare daily outlines for their classes.

The school plant consists of good solid brick buildings, and is quite complete, except that an addition to the girls' dormitory is an absolute need. There are six comfortable cottages for the use of employees. The shade trees and lawns make the school the most attractive place in this part of the country.

The employees on the whole are efficient and loyal, and a good feeling prevails among all.

There is a prejudice on the part of the whites against the Indians, to such an extent that it would be difficult to get Indian pupils into public schools with white children.

The same feeling on the part of the whites is observed in regard to the intermingling of the races.

Santa Fe

The total expenditures for all purposes for the Santa Fe Industrial school during the fiscal year 1912 were practically the same as for the preceding year.

NARRATIVE

Section IV --- Industries

With the exception of ranches in the mountains of the Santa Clara executive order reservation, where there is sufficient rainfall to insure crops, farming operations of the Indians are conducted on irrigated lands in the valleys. The cultivated areas of the grants are farmed in small tracts, varying from a quarter of an acre to a few sizable fields of ten or fifteen acres.

The custom has been, and is at present, for members of the pueblo to make application to the governor for any of the common land of the grant not in use as pasture which the individual thinks may be broken and put under ditch. The governor, with members of the council, then goes with the individual making application and views the tract, and if there is no good reason to the contrary, the tract is laid off by some natural boundaries, and if worked and developed by the applicant from that time, is considered as his land. Written instruments in the form of deeds are seldom if ever given by the council. The possessory right to the land is simply confirmed to the individual Indian by consent of the governor and his advisers, and by common knowledge is considered as set aside for the use of the individual.

The individual holdings which constitute the agricultural acreage of the grants, on the decease of the individual in whom by common knowledge and consent the possessory right of title rests, descend to his heirs, or in absence of any heirs revert to the pueblo and become a part of the community land. These holdings are bartered and sold by the Indians among themselves, and in many instances have been traded and sold to whites and Mexicans, invariably for inadequate consideration.

The Indians - with very few exceptions - in common with their Mexican neighbors, understand nothing of intensive farming, and conduct their farming operations in a more or less desultory way, without proper knowledge of how to till the land to secure the yields and crops which soil, water and climate in their several localities should produce. The Indians, like the Mexicans, irrigate too much and cultivate too little. They use in their cultivation pony plows which hardly scratch the soil.

This is due to some extent, no doubt, to the fact that their horses are small and one team could hardly pull a plow that would throw an eight or ten inch furrow. However, I believe that their use of a light plow is due more to their lack of knowledge as to what the use of a heavy plow means in securing a greater yield through breaking and loosening the ground to the necessary depth, for the lack of suitable horses could be obviated, in this respect, by using four or even six horses where necessary on a heavy plow.

Corn, wheat, beans, alfalfa, with some chile, are the crops raised. There are a few small orchards in most of the pueblos, and a very few of the Indians have small gardens. Little or no small fruit is raised, with the exception of melons, which are raised to a large extent. Small fruit and more extensive gardens would be very desirable for home consumption of the Indians, if no attempt was made to market these products. Orchards, particularly apple orchards, have been demonstrated by white and Mexican farmers to be very profitable all through this district, and I am very anxious to issue apple trees to the individual Indians sufficient to provide for their own use, and to set out on community lands orchards as a commercial proposition. The average annual return from apple orchards in northern New Mexico is large, and pueblo orchards would, through the sale of the fruit, provide an income to be used in general improvements for the common use and benefit of the community.

Most of the Indians have a considerable number of horses, but they are small, with no market value, and not adapted to the needs of the Indians as work animals because of their size. It is desired to improve this condition, and with this end in view recommendation will be submitted for the purchase of stallions of the lighter draft type to improve the size and breed of Indian horses. Purchase of jacks will also be requested for use in breeding to the larger animals, which will enable the Indians to secure mules of a fair size for farming purposes before the general size of their stock can be increased through the breeding up process.

Recommendation will be submitted for purchase of traction threshing outfits, one for use at Santa Clara, San Juan, San Ildefonso, Tesuque and Nambe, one for use at Santo Domingo and Cochiti, one for use at Jemez and Zia, and a portable outfit for use at Taos.

There is urgent need for the purchase and installation of these threshing outfits at the pueblos, both from the instructive and economic benefits to be derived from their use by the Indians.

The present method of harvesting, like many of the farming methods of the Indians, is most primitive, and consists of the wheat and grain being spread on the threshing floor and threshed by horses, or sheep or goats, being driven round and round the enclosure for hours at a time. This method results in an immense loss of time, both in the manner of threshing, and subsequently in the cleaning of the wheat and grain. It further results in the loss of at least one-third of the wheat which is cut, and the two-thirds which may eventually be gathered up can never be satisfactorily separated from the dirt and refuse which has been accumulated in the threshing.

In many of the pueblos a large number of small wild horses are kept from year to year, and only herded up at the threshing season. This is a decided economic loss in that the horses consume grazing which could be used to advantage for cattle and stock of real use and market value.

Both the portable and traction engines necessary for the threshing outfits can be used to decided advantage at other periods of the year for the many purposes to which power can be put in the pueblo, such as sawing wood and baling hay.

I feel very strongly the need of threshing facilities in the pueblos, which will include the necessary purchase of at least one reaper and binder for use in connection with the power thresher, and will set forth in separate recommendation the needs in this respect.

In connection with the promotion of farming industries, a recommendation will be submitted requesting that additional farmers be assigned to the pueblos where those positions are not already established. I feel that if any real progress is to be made this step is essential.

At your request, after a personal investigation of the need of the Pueblos in this district for grazing lands and lands for

timber and fuel purposes, I submitted, last March, recommendations that certain tracts of the public domain and National Forest Reserves be set aside for the several pueblos for these purposes.

The $2,000 from the Reimbursable fund, in the Act of March 3, 1911, tentatively apportioned to this jurisdiction, and an additional one thousand dollars of the amount requested, was taken up through application of the Indians. In my opinion, from knowledge of conditions here, reimbursable funds can be usedto advantage by the Indians, not only in general encouragement of farming operations and in the purchase of horses, wagons and farming implements, but particularly in the purchase of cows for the building up of the herds of the pueblos, which in none of the pueblos are sufficient in size, and in most of them are depleted to such an extent as to be almost nothing. Cattle are high, and in my opinion will continue to be, and the use of the reimbursable funds in the purchase of cows and heifers, through the increase and sale of the older stock for beef from year to year, will permit the Indian to meet his payments on the loan and leave him with a substantial nucleus for a permanent herd.

Additional farmers are needed in the pueblos, not only in the supervision and instruction of the Indians in farming their cultivated tracts, but in the supervision and care of the increase of cattle, and the breeding up of their horses.

Most of the pueblos have accessible markets and good transportation facilities, and I am convinced that intensive farming, under thedirection of a farmer, would result in a considerable amount of surplus products which could be marketed for good prices, and secure an income to the Indians which could be most advantageously used by them in the purchase of supplies and farming equipment.

Most of the grants have beensurveyed,but the boundaries have never been properly monumented, and there is lack of definite knowledge as to location of the boundaries, which is a great embarrassment in the administration of land matters, and causes a great deal of dispute and trouble between the Indians and settlers. This matter has been taken up in detail, and I am informed by the Office that if the amount recommended in the appropriation bill is passed, re-surveys will be madeduring the

present year and the boundaries properly monumented so as to permit ready identification.

Sufficient seed oats and seed potatoes to plant twenty-six acres of oats and twenty-five acres of potatoes were furnished by the Office on request. The potatoes and a portion of the oats weredistributed among the pueblos for planting, after instruction in the method of planting, irrigating and cultivating had been given the Indians in detail. The season was considered too far advanced to use the oats for planting in the valleys, and only a portion of them were issued to be used in the mountains on the executive order reservation at Santa Clara. The distribution of this seed for planting by the Indians is largely inthe nature of an experiment to ascertain to what extent the Indians will carry out the directions given them in the proper irrigation and cultivation of the potatoes and oats, without the supervision of a farmer.

It is believed that this section has the climate and soil necessary to raise potatoes, and that oats can be successfully raised here. Both these crops would be very desirable adjuncts to those now raised by the Indians, in providing a staple of diet for the Indians and feed for their stock. Where attempts have been made to raise potatoes, flood irrigation has given the plants too much water, and on drying out has baked the soil, under which conditions it is not surprising that the attempts made have resulted in failures.

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NARRATIVE

Section V --- Field - Forestry

By resolution adopted by the council, the Santa Clara Indians have expressed a desire to sell the merchantable timber on the Shoe String grant, in connection with the advertisement and sale of timber on the executive order reservation.

On recommendation of this office the advertisement and sale of merchantable timber on the Santa Clara executive order reservation, in conjunction with that of timber on the Shoe String grant, has been held up, pending action on recommendations submitted last March, on the creation of executive order reservations for San Juan and Santa Clara, which, should they receive favorable action, would set aside as executive order reservations for these pueblos land containing merchantable timber adjoining the Santa Clara reservation on the north, and including additional timber land in the present Santa Clara reservation by extending the southern boundary. In the event of such action it would be most desirable to advertise and sell timber on these tracts in connection with that contained in the present Santa Clara reservation.

NARRATIVE

Section VI --- Field - Irrigation.

On recommendation of this office to provide a remedy for the imminent water famine at San Ildefonso, a survey of the acreage in the grant belonging to the San Ildefonso Indians which would lie under the present Indian ditch from the Pojaque river, and an extension of the same, was made under the direction of Supervisor of Irrigation H. F. Robinson, with the result that a pumping plant, to be located in the bed of the Pojaque river, was decided upon. I am informed by Mr. Robinson that arrangements will be made for the purchase and installation of the plant at as early a date as is possible.

In my opinion there are excellent possibilities for putting extended acreages in the Santa Clara and San Juan grants under water through installation of a pumping plant in the Santa Clara river, and through construction of gravity ditches from the Rio Grande. These matters will be given further consideration and taken up in detail at a later date.

There is at present but one filing in the office of the State Engineer in behalf of the pueblos in this district. This filing is for the pueblo of Taos, on the Pueblo river, which runs between the two community houses of Taos; it contemplates the construction of a large irrigation project with a pumping plant as an incident to the storage of water for irrigation purposes. There is a protest against the filing on behalf of the citizens of the community of Taos who use the waters of the Rio Pueblo, which protest has not been disposed of, the case not having been set for hearing.

Supervisor of Irrigation H. F. Robinson has recently made an elaborate and exhaustive hydrographic preliminary survey for the purpose of determining the quantity of water now taken from this river and applied to beneficial use by the protestants against this filing.

With regard to the method of acquiring the use of water in New Mexico, the law requires the filing of an application in the office of the State Engineer. This filing must be accompanied by maps and plats showing the proposed project with the ditches and land intendedto be irrigated by the proposed project, within a certain period during which publication of the application must

be made. Those opposed to the filing may protest, and the State Engineer hears the case with quasi judicial powers of determining the rights of the various parties to the water applied for. Should the State Engineer determine that there is water available not applied to a beneficial use, the application will be approved. The action of the State Engineeris subject to an appeal to the Board of Water Commissioners; from their action an appeal lies to the District Court.

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RETURN TO STATISTICS (A. H.)

DEPARTMENT OF THE INTERIOR

UNITED STATES INDIAN SERVICE

Statistics A. H. Indian Industrial School & Agency, Santa Fe, New Mexico. June 30th, 1913.

AUG

Annual Report, 1913.

Honorable Cato Sells,
Commissioner of Indian Affairs,
Washington, D. C.

Sir:

In handing you the annual report of the Santa Fe Indian Industrial School and Agency, covering the period from July 1st, 1912 to June 30th, 1913, I am strongly impressed with the propriety of embodying in my report, in the nature of a preface, a recommendation, for which I respectfully urge your favorable consideration, that a bill be submitted to Congress with a recommendation for its enactment, which shall authorize the Secretary of the Interior to accept the lands of the Pueblo Indians in trust for a period of twenty-five years, with a clause providing that such period of trusteeship may be extended not to exceed fifteen years at the option of the individual pueblos.

In my annual report for this school and agency for the fiscal year 1912, in support of my recommendation for federal trusteeship of the pueblo lands, I endeavored to cover briefly the confusing problem of the status of the Pueblo Indians and the conditions, which, in my opinion, justify federal trusteeship of the pueblo lands.

Last winter delegations from both the Santa Fe and Albuquerque pueblos, accompanied by the Special Attorney for the Pueblo Indians, visited Washington for the purpose of personally expressing to the Office and the Secretary the reasons, which actuated them in their desire to place their lands in trust. Three of the pueblos in this district, through their representatives, personally tendered to the Secretary trust deeds legally drawn and executed by their respective pueblos, which would convey their lands in trust to the Secretary of the Interior for

a period of twenty-five years. Hearings were held before the Commissioner of Indian Affairs, Secretary of the Interior and the Senate Committee of Indian Affairs, at which the representatives of the pueblos were given an opportunity to recite their reasons for desiring the acceptance of their lands in trust by the Secretary and other pertinent facts, because of which they were personally present to urge favorable consideration of Senate Bill 6085, introduced April 2nd, 1912 by Mr. Gamble, then pending in the Senate Committee, to authorize the Secretary to accept their lands in trust.

As seems always the case when an effort is made to protect the interests of the Indians, of any tribe or in any locality, there has been from the first opposition to this contemplated legislation by Congress, which has chiefly centered in the United States Senators from this state, and particularly has this opposition been voiced by Senator T. B. Catron. Other persons, residents of this state, through malicious misrepresentation have attempted to discredit the motives of the Indian Office officials in their advocacy of this step, both among the Indians and in Washington. In comment on such opposition as has been expressed, I am confident that the arguments advanced are not prompted by disinterestedness, and do not arise from an unbiased consideration of the condition of the pueblos and an honest criticism of the proposed legislation by Congress.

So much has been written on this subject, and there has been during the past months such a general discussion of the facts of present conditions and the effect of the proposed legislation in the solution of the problems which confront the Pueblo Indians today, that I feel a recapitalution of the arguments to be unnecessary and superfluous. I do wish, however, in connection with the need of federal trusteeship of the pueblo lands to invite consideration to a fact, with which I am daily more impressed, that the day is fast approaching when the community life of the pueblos must in the face of the changes

wrought by encroaching civilization give way to individual ownership of the lands and individual freedom of thought and action in both private and public affairs. The community form of life and government, while well suited to the needs of the pueblos in the past before the tide of civilization had pressed so closely upon them, is in so many of its phases so ill adapted to the changed conditions of the present, which will only be emphasized in the future, that it must in the natural course of events be displaced and the community interests which are waning today be succeeded by individual interests.

The community plan of life and government in the pueblos, which developed and took its present form in the efforts of the pueblos to meet the exigencies, which arose in their existance years ago when the villages were remote from civilization and were a law unto themselves, was well conceived and adapted to meet the requirements of that time. This community plan, however, which exists in practically the same form today and which amounts in nearly all of the pueblos to a paternal despotism, does not and cannot make for progress in the communities, and is incompatible with the education, enlightment and general development of the Indian industrially.

With the education of the younger generation there are evidences of dissatisfaction at the restraint imposed by their reactionary elders, which in many of the pueblos not only applies to the form of dress and compulsory observance of religious rights and ceremonies on return to their homes, but precludes arbitrarily, at least in one of the pueblos, the adoption of modern methods of farming and cultivation, and permits only such methods of planting and harvesting as has been followed from time immemorial. Not only is the dissatisfaction of the younger generation apparent to the close observer of pueblo affairs, but in many of the pueblos there is factional strife, which has resulted from various causes. In some instances this factional discord may be traced to mal-administration of the interests of

the community by improvident alienation of community land by the governing officials of the pueblos. In other instances factional strife has its underlying cause in the liquor traffic; in the opposition of the lawless drinking element to the attempts which the pueblo authorities have made to keep liquor away from their communities.

Formerly the respective governors with their councils and authorized officers of the pueblo were able to deal with community matters as well as outside affairs. Many of the pueblos in the past seem to have maintained a high standard of ethics and morals. Drunkeness and immorality were judged by the governors and councils, and punishment meted out to the offenders in accordance with pueblo customs. Such punishment, as was inflicted by the pueblos upon offenders of their laws and customs, might seem to us today drastic and severe, and yet seem to have been efficient in the maintenance of law and order in the villages. This authority, however, to administer justice to offenders of the moral law and to punish drunkeness and other similar offenses has been taken from the pueblos. Following the incident at Isleta a few years ago, when the governor of Isleta was prosecuted in the local Territorial Court and fined for false imprisonment because he locked up a drunken Isleta Indian over night, the pueblo officials have feared to punish their people for misdemeanors, except in rare instances where the sentiment of the pueblo was such that an overwhelming majority would support the action of the governor and council. This weakening of the power of the pueblo officials in the government of their own internal affairs, together with the indifference of the state officials charged with the enforcement of the law when only Indians are concerned, tends toward disorder in the pueblos.

The knowledge, which has come to most of the pueblos, that their officials can no longer punish their misconduct with impunity or settle their individual differences without their consent is a strong underlying reason for the

breaking down of the old strength and autocratic rule of the pueblo officials, and is the fundamental cause for the growing sense of independence noticable among the Indians and most marked in the younger generation. The point in the foregoing statements is the tendency of present day conditions toward the breaking up of the pueblo communities. The relevancy of my comment on this tendency to the proposed legislation of Congress, to authorize the acceptance of the pueblo lands in trust by the Secretary of the Interior, is my conviction, based upon close observation of the pueblo communities, that, during this period of transition upon which the pueblos are now entering the initial stages, the Indians need, more than at any other period in their history, the protection and guiding hand of the government in the solution of the problem of the administration of their lands, which will confront them with increasing difficulties during the next few years.

The division of community land holdings under the most favorable auspices is fraught with more or less danger to the individual interests. The desire for a partition of the pueblo land holdings, due, in my opinion, to fundamental causes, is now evident in many instances among the pueblos. Such a division or partition of the pueblo grants, which must in course of time inevitably come, unless made under the direction of the government, could not be accomplished without fraud and loss to the individual Indians. It may be safely premised that this change from the communal to the individual must come and is being brought about through education and general enlightment. The community life will disintergrate, and in the next few years the pueblo land grants will suffer a division or partition into individual holdings. From the tend today in pueblo affairs, it is my opinion that before ten years of the trusteeship period would have elapsed the more progressive of the pueblos would welcome the allotment in severalty of their lands.

This is the step toward which the activities of the Service everywhere have been directed for years, and it is one of the ultimate steps toward the realization of which every energy of the Service is directed, the hastening of the time when the Indian as an individual, not as a tribe or community, may assume and be competent to fulfill the obligations of citizenship. In my opinion the breaking up of the pueblo communities must come within the next few years, and the community land holdings be divided among the individual members of the pueblos.

The history of the extensive land grants of this state, held by Mexican grantees and their heirs, has been that the partitions and sales of such grants have dragged through the courts for an extended term of years, and resulted in the dissipation of the interests of the individual heirs. During the long litigation involved in the determination of the rightful heirs and the individual interests, by unscrupulous contracts and purchase of individual shares for a small percent of their actual worth, the lawyers for the litigants have absorbed the majority interests of the grants. This would be true, only more marked, in a division or partition of the pueblo grants in the local courts.

Individual ownership of the pueblo lands is inevitable. Taxation of the pueblo lands and the inability of the pueblo communities to pay taxes may hasten this change, yet it is bound to come in the natural course of events. Federal trusteeship of the pueblo lands would provide, in the allotment of the community lands in severalty under the regulations of the Department, a just and equitable division of the community lands among the individuals of the respective pueblos, and thus prevent the losses to the Indians which would otherwise follow a division or partition under procedure in the local courts.

While in all probability, if questioned today, few of the Pueblo Indians would say that the disintergration of the pueblos is imminent, yet the breaking up of the community interests is inevitable. With education and industrial progress the Indian himself is coming to a realization of the cramping restraint of community life upon individual freedom of thought and action, and it is my opinion that before ten years of the trust period would have expired the pueblos would accept and welcome allotment in severalty, as provided under the regulations of the Department. I believe no better division of the community interests of Pueblo Indians can be made than allotment in severalty, which has proved an admirable solution of the problem of the division of community interests.

It is my opinion that in some of the pueblos at least individual ownership of the pueblo lands is coming within the next ten years, whether these lands are in trust to the Secretary or not. During this transitional period, more than at any other time during their history, the Pueblo Indians need the guiding hand of the government in their readjustment from the community administration and life to that of the individual. I can see no way in which this needed aid may be extended to the Pueblo Indians unless their lands are in trust to the Secretary.

Respectfully,

H F C Hagenbuch

HFC(C) Superintendent.

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Santa Fe School
and Agency.

NARRATIVE.

Section 1 -- Law & Order.

In the work done among the pueblos prior to the admission of New Mexico as a state, both in the suppression of the liquor traffic and in the protection of the lands of the Indians from trespass, the officials of the Office and Field were strongly impressed with the need of the application of federal law in matters pertaining to the Pueblo Indians and their property, if any effective work was to be done in stamping out the liquor traffic and in the safe guarding of their property interests.

The Supreme Court had held that trespass on pueblo lands, or the introduction of liquor on such lands, were not violations of the Federal Statutes applicable to Indian reservations and "Indian Country". Further, the Territorial Supreme Court had held that the furnishing of liquor to Pueblo Indians was not a violation of the Federal Statute, which prohibits the sale or furnishing of intoxicating liquors to Indians, wards of the government. In view of the need of specific legislation by Congress, which would afford the protection of the government to the Pueblo Indian and his interests, on the recommendation of the Department the Enabling Act for New Mexico contained certain provisions, which made the federal laws, applicable to "Indians" and "Indian Country", applicable to the Pueblo Indians of New Mexico and lands owned or occupied at the time of the admission of New Mexico as a state. These provisions in the Enabling Act, which were accepted by the state, became effective on the adoption of the Constitution and the proclamation of statehood. Following the proclamation of statehood, this office at once engaged itself in taking steps, in view of the funds available, to provide for stamping out the liquor traffic among the several pueblos and the protection of the pueblo lands from trespass under the Federal Statutes.

In my last annual report I took up in detail the program followed in our work along these lines in enlisting the support of the pueblos themselves in the protection of their interests, both moral and material. As was to be expected, no little opposition was encountered in our work,

both against the liquor traffic and trespass. The opposition to our work in suppressing the liquor traffic arose both from the saloon keepers and boot-leggers, who infest the neighborhood of Indian communities, due to the cutting off of their lucrative business in dispensing cheap whiskey and vile intoxicants to the Indians, and from the lawless drinking element among the Indians themselves in certain of the pueblos.

Owing to the fact that Indian lands had formerly been considered by the surrounding Mexican and white settlers to be for their common use and benefit, the steps taken by this office for the protection of the interests of the Indians in this respect met with emphatic protests and expressions of indignation by these interested parties. The course pursued by this office, as taken up in detail in my last annual report, in the protection of the land and property rights of the Indians under the federal law was just, fair and considerate and could evoke from those interested no reasonable criticism, although by its application the neighboring settlers were prevented from appropriating the Indian grazing lands and fields for the grazing of their own stock, as had been their practice.

As funds were available, the work of the suppression of the liquor traffic and the protection of the Indian lands from trespass was taken up in the several pueblos. The success of our work in both of these directions was marked and apparent, both to those in the Service and to residents of the settlements adjoining the Indian communities. At Santa Clara, San Juan and Taos, Indians designated by the pueblo councils were appointed officers in the Liquor Service, and proved themselves most efficient in meeting the problem of stamping out this evil among their own people.

Our work in the suppression of the liquor traffic resulted in the return of several indictments at the 1912 April term of the Grand Jury at Santa Fe. Two issues were drawn, one in the injunction proceedings against Special Attorney Wilson and myself, brought by Espanola saloon

keepers to restrain us from interfering with shipment of intoxicating liquors into Espanola, which is a settlement inside the Santa Clara Pueblo League Grant, and the other in a demurrer interposed to the indictment of Felipe Sandoval for the introduction of intoxicating liquors on the lands of the Santa Clara Indians. Both of these cases were pending before United States Judge Pope at the close of the fiscal year 1912. In a written opinion handed down July 23rd, Judge Pope held that the provisions of the Enabling Act and the Constitution of New Mexico, which made the Federal Statutes applicable to "Indians" and "Indian Country" applicable to the Pueblo Indians and their lands, were unconstitutional, in that under these provisions New Mexico would not be admitted into the Union on an equal footing with the other states, and he therefore sustained the demurrer and dismissed the case of the United States against Felipe Sandoval above mentioned.

On presentations to the Office by Special Attorney Wilson and myself of the issues involved in this case, and the effect of Judge Pope's decision upon the situation among the pueblos, with an urgent recommendation for a speedy determination by the highest authority of these issues, at the solicitation of the Office and on recommendation by the Department, an appeal was taken to the United States Supreme Court. Briefs were filed, and the arguments heard before the Supreme Court in the Sandoval case on February 24th, 1913. The Supreme Court adjourned for the summer recess without rendering any decision in this case. Judge Pope's decision in the Sandoval case, of necessity, called a halt to our work in the enforcement of federal law with regard to the furnishing of liquor to the Pueblo Indians, and the introduction of liquor on their lands and protection of their lands from trespass. No protection thus remained for the Pueblo Indians with regard to the liquor traffic and trespass, save that provided by the state law, which, because of the race prejudice which exists, is of little substantial benefit to the Indians.

The territorial range and fence laws provide that damages shall accrue for trespass only where the lands are provided with a substantial four strand barbed wire fence. Fields of the Indians in the pueblos generally are, like the

fields of their neighbors, poorly fenced, and it is an exception in this country where a fence about a field, whether Indian or Mexican, is provided with a legal fence. The difficulties in the protection of Indian lands and fields from trespass under these conditions is that the cattle or stock of the neighboring settlers are much more numerous than the cattle and stock of the Indians, and therefore it is inevitable that the Indian fields should be overrun with stock. To secure damages for trespass in a justice of the peace court, where the justice of the peace is invariably a Mexican, or in the higher courts, where the jurors are Mexicans with race prejudice, is manifestly impossible. On the other hand, as very infrequently happens, should Indian stock trespass upon the lands of the Mexicans, the Indians invariably are assessed a substantial fine. It is a practice of Mexicans and white settlers in Indian communities to turn their stock loose to wander at will. Such stock invariably turn to the fields of the Indians for the pasturing and grazing which they afford. The settlers, knowing that the Indians have practically no redress at law, feel no concern as to the probability of being obliged to make reasonable adjustment for the damages their stock may do. Occasionally the owners of stock found in the Indian fields can be prevailed upon to make a small payment for damage done, but this is an exception.

Following Judge Pope's decision, I instructed the police at Santa Clara, at such times as they could without neglecting their work in the protection of the Executive Order Reservation, to drive out from the Indian fields and lands of the Santa Clara pueblo such trespassing cattle as they should find thereon. I instructed them, when such cattle were found upon the lands, to drive them outside of the boundaries of the grant. These instructions were issued in the belief that it was a common right of any citizen to protect his own property from trespass.

Malicious prosecution of two of the police at Santa Clara was attempted last fall in their indictment for "larceny of beef cattle", for driving a number of Mexican

cattle out of the Indian fields and outside the boundaries of the pueblo grant. Special Attorney Wilson appeared for the police, and the case went to trial at the November term of the District Court at Tierra Amarillo. Judge Mechem of the Seventh District of New Mexico presided for Judge Abbott of the First District. When the evidence for the prosecution had been presented, the testimony pointed so unmistakably to a "frame up", that Judge Mechem stated it was unnecessary for our witnesses to go on the stand, and took the case from the jury, directing a verdict of not guilty. I cite this instance to show the feeling that exists in the neighborhood of the Indian pueblos, which would deny the Indians the right in the protection of their own lands and interests, which is a common right of any citizen, and is so regarded in the protection of their own interests by these same settlers, both Mexicans and whites, who would stoop to perjury in order to further their attempts at intimidation of the Indians through malicious prosecution.

The territorial law, now effective, makes it a disdemeanor and provides for fine, imprisonment and the cancellation of liquor licenses for the furnishing of intoxicating liquor to Pueblo Indians in charge of a superintendent. Several years ago, convictions were had under this statute. Following the decision of Judge Pope in the Sandoval case, an effort was made to present the evidence in cases, then pending before the United States Commissioner at Taos, to the District Court Grand Jury for the indictment and prosecution of saloon keepers and boot-leggers at Taos for furnishing liquor to Taos Indians. After some little consideration of our request to go before the grand jury with this evidence, the District Attorney expressed his unwillingness to take hold of these cases, stating among other reasons that he believed, in view of Judge Pope's decision, the State Statute mentioned was unconstitutional. I called his attention to the fact that the matter of the unconstitutionality of a law on the statute books of the state was a matter for determination by the courts. The matter was then taken up with the foreman of the grand jury, but he would not consider the evidence, owing, I presume, to advice which had been given him by the District Attorney.

The case of the State of New Mexico against Ramos Archuleta was reported in detail following the trial of this case last November at Tierra Amarillo. Owing to political

pressure and the unfavorable attitude of the District Attorney, cross-indictments were returned against the state's witnesses in this case, and these indictments against the state's witnesses in the case against Ramos Archuleta were brought to trial before the Archuleta case. In the trial of the state's witness, in the Ramos Archuleta case, Judge Mechem took the case from the jury and directed a verdict of not guilty, and the other indictments pending against other witnesses in this case were dismissed.

The trial of Ramos Archuleta for assault and attempt to kill on the person of Juan Archuleta, another San Juan Indian, resulted in a verdict of guilty, and Ramos Archuleta was sentenced to pay a fine of $500.00 and costs, or serve a year and a day in the State Penitentiary. Ramos Archuleta is the leader of the lawless drinking element in the pueblo of San Juan, and this is not the first assault which has been made by him upon members of his pueblo. Both Mr. Wilson and I felt the urgent need of vigorous prosecution for this crime, and I believe the conviction of Ramos has had the effect of curbing the more lawless acts at San Juan incident to the drunkeness in that pueblo, which has been steadily increasing since Judge Pope's decision in the Sandoval case. It is to be regreted that the sentence imposed by the court did not provide for imprisonment alone rather than the alternative sentence, as I believe the imprisonment of Ramos Archuleta for assault upon this boy would have had a much more lasting effect than the payment of the fine imposed. Ramos Archuleta could not pay the fine within the time prescribed by the court, sixty days after the sentence, and at the solicitation of his counsel, Mr. Charles Catron of the firm of Catron and Catron of Santa Fe, this time was extended and more time has been given at intervals by Judge Abbott on successive applications of counsel.

The Indian liquor officers, established in the pueblos of Santa Clara, San Juan and Taos for the suppression of the liquor traffic under the federal law prior to Judge Pope's decision in the Sandoval case, have been retained, pending the appeal in this case to the Supreme Court and final determination of the matter.

The retention has been largely for the moral effect, which the continuation of their employment under the government would have in their respective pueblos.

With the exception of the courtesies extended by Captain Fred Fornoff, through the assignment of members of the company of Mounted Police in some of the pueblos, when it was feared the use of intoxicants by the Indians during ceremonial dances and fiestas might participate trouble, I have met with no assistance from state officials charged with the enforcement of law in my efforts to maintain some semblance of order in the pueblos. The company of Mounted Police is small, the territory which they must cover very large, and it is impossible for the state to detail one or more men for special work among the pueblos, except on rare occasions. The various sheriff offices in the state are susceptible to political influence, and for this reason the maintenance of the Mounted Police for the preservation of law and order throughout the whole state is of paramount importance, and so considered by an overwhelming majority of the state. Dirty politics are responsible for the failure of the last state legislature to appropriate for the maintenance of the Mounted Police, and it is expected that their funds will be exhausted sometime this fall and the organization be discontinued for lack of money for salaries and expenses.

In view of the fact that the pueblo officials are no longer able to deal with the petty offenses and misdemeanors among their own people in the punishment of such offenders, and in consideration of the indifference of the state authorities to enforcement of law where only Indians are concerned, I would respectfully recommend the employment of a member of the New Mexico Mounted Police, who shall be commissioned a special officer for the suppression of the liquor traffic and paid from the liquor appropriation, and who shall be employed in the maintenance of law and order among the pueblos, and in securing evidence of the furnishing or sale of liquor to the Pueblo Indians for prosecution under the state law. Such an officer by virtue of his commission as a Mounted Police for the State of New Mexico would be authorized and employed to enforce state laws applicable

to liquor traffic among the pueblos. He would also be a most potent factor in the curbing of the lawless drinking element in the pueblos. The pueblos have a wholesome respect in common with the people of the state at large for the mounted police.

I would not recommend the appointment of any present member of Chief Special Officer Larson's force for this work. It is necessary that a man should be thoroughly conversant with conditions in New Mexico and among the Pueblo Indians. A thorough speaking and writing knowledge of Spanish would be essential. I have such a man in view in Mr. C. F. Lambert, a present member of the Mounted Police of New Mexico. I regard him as an exceptional officer among the men engaged in the enforcement of law, with whom I have come in contact in my experience in the Liquor Service and as a superintendent. He has been on the Mounted Police force for two years, and has an excellent record for efficiency, honesty and industry. I believe the appointment of Mr. Lambert would carry great weight with Governor McDonald in consideration of our request for mounted police commissions for our Indian deputies, where such are needed to assist Mr. Lambert under his immediate supervision.

The success of a step of this kind will depend altogether upon the qualifications of the man appointed to carry on this work. He must have the qualities, which I have stated are possessed by Mr. Lambert, and he must have a knowledge of New Mexico, its natives and the Indians, and especially conditions here which I have mentioned. I know of no way of meeting the conditions here, in the constantly increasing drunkeness in the pueblos with its tendency toward lawlessness and general disorder, except the plan I have outlined above in the employment of a special officer, commissioned by the governor of the state as a mounted police, to act in the enforcement of state law among the Pueblo Indians. Such an officer would act under direction of the Chief Special Officer, and in direct cooperation with this office. I believe the services of Mr. Lambert could be secured in this capacity at the salary he now receives of $100.00 per month, together with $3.00 per diem and expenses when

actually on duty in the field. My plan would be for such an officer to be constantly on the move about and among the pueblos, and I believe his efforts would be successful in an appreciable decrease in the drunkeness and disorder among the pueblos.

Knowing the indifference of the state officials toward the enforcement of the law in the pueblo communities, and with an intimate knowledge of factional differences, promoted by a considerable increase in drunkeness among the Indians in the several pueblos, I would respectfully urge early and favorable consideration of this recommendation, which would provide temporarily, at least, pending the decision in the appeal of the Sandoval case, needed police supervision in the pueblo communities.

During the past year, three Santo Domingo Indians were indicted, and two were convicted and sent to the State Penitentiary for a term of fourteen months each for larcency in the theft of turquoise matrix from the Tiffany Company's mines at Cerrillos. An investigation of the facts of the charges against the Indians subsequent to their arrest convinced me of the strong probability of their guilt, and after consideration of the facts, both Mr. Wilson and I felt we would not be warranted in providing a defense for these Indians.

Both the Santo Domingo and Cochiti Indians have been warned repeatedly in years past to keep away from the turquoise mines. In the past Indians from both of these pueblos have been convicted and sentenced to the penitentiary for thefts of turquoise from these mines. They thoroughly understand the penalty attached to conviction for theft of turquoise, and had no business which would take them to this vicinity, except motives of theft. The Indians had no defense except certain testimony, which seemed neither reasonable nor plausible. Under the circumstances it seemed a poor policy for Indian Office officials to provide a defense, and so attempt to defeat laws of the state provided for the protection of property interests. The testimony brought out on the witness stand confirmed our prior judgement, and fully justified and sustained our position in this matter.

Upon our refusal to provide defense, the Santo Domingo Indians secured the services of a well known criminal lawyer, who gave them the benefit of his experience in criminal matters, and provided as good a defense as was possible under the circumstances. In passing sentence Judge Abbott emphasized his statement in sentencing a Cochiti Indian some two or three years ago for the same offense, stating, that in each new conviction of an Indian for theft of turquoise from these mines, he would inflict added punishment in each successive conviction by lengthening the term of imprisonment. Coming as it did contemporaneously with the talk of war by the Santo Domingo Indians in their opposition to the erection of a day school, I believe the conviction and punishment of these Indians in these cases made a deep impression upon them in the increase of their respect for the law and court.

The following cases involving lands of the Pueblo Indians are now pending in the state courts:

Mamby vs. Daniel Martinez, et al,
Pueblo of Taos, intervener.

This is a suit brought by the plaintiff for the partition of the Antonio Martinez grant, which is on two sides of the Pueblo of Taos grant. By virtue of old deeds running back over one hundred years, the Pueblo Indians of Taos claim about ten thousand acres. The case has been closed for sometime, and the referee's report was filed in May, 1913. The refereeheld adversely to the Indians, but exceptions to his report have been filed, and the matter is now before the court on the exceptions, and has been set down for hearing September 14th, 1913. The referee's report is so obviously opposed to the law involved in question, in so far as the contentions of the Pueblo of Taos are concerned, that it appears the Indians are certain to prevail upon at least one tract, known as the Tenorio tract.

Pueblo of Taos vs. Malquias Martinez, et al.

This case was tried in May, 1913, and the Indians were sustained and the defendants ejected from the land. The costs in the suit were taxed against the defendants, but have not yet been recovered.

Walter William Wynne, et al.
vs.
Unknown heirs of Pedro Vigil de Santillana.

A petition in intervention is under preparation for the Pueblo of Taos, and will be filed in July or August.

With reference to the water case of the Pueblo Indians, the filing upon the Rio Pueblo in Taos County has been contested by a large number of settlers in the Taos Valley, upon which the State Engineer as yet has not had a hearing.

Pueblo of San Juan vs. Miguel Cassias.

The matter has been submitted de novo upon briefs of counsel for both sides upon a demurrer to the evidence of the plaintiff, which has been filed by the defendant. This is a case previously submitted to Judge McFie prior to the creation of the state court, but it was never determined by him, and has since been pending before the state court. It has seemed impossible to get action upon it. The case will determine the right of an individual Indian to sell his holdings within a Pueblo Indian grant.

Pueblo of Santa Clara, an incorporation,
vs.
Hobart, et al.

This is a suit to quiet title, in which nothing has been done for lack of funds for surveys, etc.

Juan Luis Garcia, et al,
vs.
Pueblo of Santa Clara, et al.

This case was disposed of, except as to question of costs, and has not been brought up during the past year. The case is set for the first Monday in September.

Vigil vs. The Pueblo of Santa Clara.

This case involves the title to a small tract of land in the pueblo grant, and was set for the 12th of July, but due to the absence of the court the case was not tried, and will have to be set down anew.

Pueblo of San Ildefonso vs. Romero, et al.

This is a suit to quiet title upon the San Ildefonso grant. Owing to lack of funds, nothing has been done.

Pueblo de Santo Domingo, an incorporation,
vs.
Riviera, et al.

This case is suit to quiet title brought against Mexican squatters at the town of Sile, which is on the grant. A survey has been recently made, and a plat will be prepared at an early date, and the case closed as soon thereafter as possible.

Ventura Montoya vs. Ambrosio Martinez.

This is a case brought by the plaintiff to replevin the insignia of office of the governor of San Juan, who was made defendant. The case has arisen out of the contention between two factions of the Pueblo of San Juan, one of whom nominated and elected Ambrosio Martinez, the defendant, and the other Montoya. The last governor recognized Ambrosio Martinez as his successor, and handed over to him the insignia of office, whereupon Montoya brought the suit in replevin. A bill in abatement has been filed by the Special Attorney, setting up that the plaintiff had misconceived his action, and that the court had no jurisdiction to try a title of office in a replevin suit, since by quorranto alone could such an issue be brought before the court.

With reference to the question of taxation of the Pueblo Indians, several of the pueblo grants in the southern jurisdiction have been taxed by the county assessors in which such grants are located. The assetments have been relatively high, but not necessarily unequal in proportion to lands similarly situated in the same locality. There have been no attempts made to tax the pueblo grants in this jurisdiction. I am informed by the Special Attorney it is his intention to enjoin the collection of the taxes just as soon as the State Board of Equalization has certified back to the county assessors the tax rolls, and the exemptions have been spread upon the tax rolls.

This suit will be brought in the Federal Court upon a federal question of the right of the state to tax these lands in view of the provision in the Enabling Act, which exempts their lands from taxation and requires the state to insert the same provision in the Constitution, which was done. By the attempted taxation of their lands, this is a plain violation of the provision in the Enabling Act, which was an act by Congress to enable New Mexico to become a state. The question of whether or not Judge Pope's opinion in the Sandoval case will control these cases is for future determination, but it is believed that there are other legal questions which may be raised in this connection, which could not be raised in the Sandoval case, that may result in a decision favorable to the Indians.

In the opinion of the Special Attorney for the Pueblo Indians, the exemption provision contained in the Enabling Act applies only to the real property of the Pueblo Indians, and accordingly I have instructed the different pueblos in my district to have individuals owning personal property return their personal property for taxation. Whether or not this has been done in every case is impossible to say, but in any case a resulting tax will not be a burden, which the individual cannot carry easily. There is an exemption of $200.00 allowed each head of a family, which applies to personal as well as real property, so that an Indian who returns his personal property can claim this exemption, and thereby escape a large portion of his tax.

To complete suits now pending and other suits, which are necessary and should be brought at this time, a sum of $1500.00 will be required. The two suits to quiet title upon the Santa Clara and San Ildefonso grants, respectively, will consume a large portion of the amount, if they are properly conducted, by basing the proceedings upon surveys covering small holding claims within the exterior boundaries of each of the grants.

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NARRATIVE.

Section 2 -- Health.

A step in the right direction toward betterment of health conditions in the pueblos was taken during the past year in the establishment of two additional positions of field matrons in this district. The need of field matrons for the pueblos in supplementing the work of the physicians in the treatment of trachoma and other diseases among the Indians, as well as the almost unlimited field of work to be done by them industrially among the Indian women in the introduction of sanitary and improved methods of housekeeping was emphasized in my annual report of last year.

From observation I am impressed with the fact of the broad scope of work to be done by the field matrons. A very great deal may be done by them through their influence with the Indian women, and especially with the returned students, in theimprovement of housekeeping arrangements and in providing for more light and air in the houses, as well as teaching them to sew and to provide more sanitary and intelligent care of their babies and the sick. Then too, the greatest difficulty experienced in treatment of diseases among Indians is the inability to insure that the treatment and medicines prescribed by the doctor is carried out and taken. The heavy mortality among the old and very young Indians is due, to a large extent, to their disregard of the directions of the doctors and with the practice of their own medicine men, as well as poor housing conditions. By daily visits to the sick in their respective pueblos, the field matrons, through their acquaintance and influence, are of most material assistance in seeing that the directions of the physicians are carried out. Among the more unprogressive and reactionary of the Indians, it is very difficult in the beginning to secure satisfactory treatment of their sick.

In the work of the field matron, as in all field work of the Service, a large proportion of the success which may be achieved is due to the industry and personality of the employee. This, I believe, is true of all work where the employee is brought in close touch with the Indians personally. A great deal of tact is necessary in the work of the field matron, and it is only when she has secured the confidence of

the women that her work becomes really effective. A matron in any community of Indians, provided she possesses the qualifications necessary in her position, increases her power for good effective work in that community in proportion to the length of her residence. I believe much of the work done by the field matrons is of a nature not easily apparent or appreciated by the casual observer, especially during the first few months of their residence in an Indian community. In my opinion few women are fitted for this work, and possess the inherent qualifications necessary for success. On this account I believe great care should be taken in their selection.

One of the two field matrons established under this agency during the past year was assigned to Santa Clara, the other at Jemez. There are now three field matrons in this district, one at San Juan and the other two as stated above. I believe much good work is being accomplished by these women, and hope that funds may be available, so that field matrons may be established during the present year at Taos and at Santo Domingo or Cochiti.

An additional position of physician for the pueblos of Santo Domingo and Cochiti was established during the past year on recommendation from this office. Some delay was experienced in filling this position, and on subsequent recommendation from this office the position was left vacant, as it seemed advisable to establish a physician at Santo Domingo simultaneous with the opening of the day school during the present fiscal year. A physician stationed at Domingo or Cochiti will obviate the necessity of Dr. Brock, who is located at Jemez, spending a considerable portion of his time on the road between Jemez, Cochiti and Domingo. These two last named pueblos have been and are now under his care.

The matter of providing drilled wells with cement caps and hand pumps for the pueblos, recommended in my last annual report and subsequently taken up in detail in other correspondence, is still pending. In relation to the improvement of health conditions in the pueblos, I consider that drilled wells, which will provide a sanitary domestic water supply, are of first and paramount importance, and trust that funds may be available in the very near future for this purpose.

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I do not consider it advisable or expedient to attempt to provide sanitary privies for the use of the Indians in the several pueblos. If such an attempt were made and privies erected, either of the L. R. S. type or dry earth kind, it would be necessary to set aside a considerable amount of money for the employment of laborers to see that the buildings were kept sanitary. I consider it extremely doubtful if labor of this sort could be hired at any price. I am very sure it would be an impossibility to secure the services of an Indian for this purpose. Under the present conditions the excrement is removed by scavenger dogs, and as I feel it would be an impossibility to insure the use of any sanitary privy by the Indians, steps taken in that direction in the erection of privies of any type would make the situation of disposing of excrement in the pueblos worse than it now is.

There is, however, an urgent necessity of providing sanitary closets or outhouses for the day schools at San Juan, San Ildefonso, Picuris and Sia. I do not believe the L. R. S. privy is adapted for use in this climate under the conditions which prevail here. A flush water system, provided for the outhouses at the Cochiti school plant, seems feasible, and I feel, where practical through adequate supply of water, is a most expedient solution of this problem. No water supply is available for this purpose at Picuris, and screened dray earth closets should be provided. If funds are available, I would recommend a flush system, similar to that at Cochiti, be installed at Taos, San Juan and San Ildefonso; otherwise, I think the dry earth closets well screened are best adapted in providing sanitary outhouses at the day schools. The need of having these closets sanitary is readily apparent, if our day schools are to stand as models in teaching the Indians sanitation in conjunction with other educational work.

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Education-
Health
R L R

Blind and
Deaf and
Dumb Children.

In compliance with Office circular, under date of June 30th, 1913, with above reference, I have the honor to submit the following report, based on surveys made by the agency physicians, on the number of blind and the number of deaf and dumb children of school age in the Santa Fe jurisdiction.

There are no blind and no deaf and dumb children of school age in the pueblos of San Juan, Santa Clara, San Ildefonso, Nambe, Tesuque, Cochiti, Sia, Taos and Picuris.

There is one boy in Jemez, seven years of age, who has been practically blind since birth. This boy has very slight vision, which is sufficient for him to make his way about the pueblo. The parents of this boy stated to the physician that they are willing this child should attend a school for the blind.

Information as to the Santo Domingo children is at present necessarily based on such personal observation, as it is possible for the physician to make, and the statements of the pueblo officials. From personal observation and statement of the pueblo officials, the physician reports that there are no deaf and dumb children, and that there are two blind boys about ten years of age each. The parents would not be willing that these children should attend any school further removed from the pueblo than Santa Fe or Albuquerque. I question very much if the parents of these boys would allow them to attend a school for the blind.

In past years two boys have been excused from attendance at the Taos day school because of defective

vision. These boys had some schooling before their sight became defective, and are now above school age.

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NARRATIVE.

Section 3 -- Schools.

Day

The opening of the new school year in September will see the day school facilities in the Santa Fe district greatly increased through the construction of school buildings and quarters at Santa Clara, Cochiti and Santo Domingo.

As was expected, the Santo Domingo Indians strongly opposed the establishment of a day school in their pueblo. The Indians were united in their protest against a school, and were not to be moved by reason or argument from the antagonistic position which they assumed. The Indians would not see the advantages to accrue to the pueblo through the establishment of a day school, and in their reactionary attitude toward a school in common with everything of a progressive nature they threatened violence and a resort to arms, if their wishes were disregarded and active steps taken to build a school.

I met their opposition with the tact and diplomacy, combined with the firmness which the situation seemed to warrant. The day following their only overt-act of violence in pulling up a corner post and some of the line stakes on the school site, through their representatives, they asked forgiveness for this act and promised that nothing further would be done by them to interfere with the building of the school. It seemed best to accept with watchfulness this apparent change of heart on their part, and not to ask for an armed guard or troops unless the situation grew more acute.

Very soon after this incident, two delegates were sent to Washington by the pueblo to protest in person to the Office and Departmental officials against my action in the establishment of a school in their pueblo. The delegates brought home to the pueblo letters from the Office and the Secretary, to the effect that the school, even if they could not appreciate it, was for the good of their children and would be established in their pueblo.

Since the incident above mentioned, when the corner post and stakes were pulled out, there has been no active opposition by the Indians to the erection of the school. In my opinion the knowledge has been brought home to them that

the day school would be erected, even if it were necessary to provide an armed guard or call out the troops, and to this is due their outward acquiescence and acceptance of the situation.

It will be necessary to provide two teachers for the day school at Santo Domingo, and in my opinion the principal teacher should have had experience in teaching pueblo children. The first few years in the conduct of the Santo Domingo day school, and particularly the first year, will call for the exercise of tact and diplomacy, combined with firmness on the part of the teacher. In my opinion it would be a great mistake and mitigate considerably against the future successful conduct of this school, if any mistake should be made in unwise concessions to the Indians during the first few months of theschool's existance. A teacher, who has had experience with the pueblos, would be better qualified through knowledge of pueblo conditions to cope with the situation at Santo Domingo in the opening of the school.

It is to be expected that opposition will be encountered in the opening of the school in securing an attendance of the children of school age. The matter of regular attendance, necessary in the successful work of the day schools, is a difficulty met at all the pueblos to a greater or less extent. Where it is possible to secure the cooperation of state officials charged with the enforcement of the school laws, an effort will be made during the coming year to meet this problem of irregular attendance in the enforcement of the compulsory school law, in the cases where such procedure seems advisable. It is very probable that it will be necessary to take steps to enforce the compulsory school law at Santo Domingo. I believe, however, a few applications of the law in the prosecution of such Indians as refuse to put their children in school, or who permit frequent and extended absences of their children, will be effective in securing such attendance as will permit of satisfactory results being obtained in the school room work.

The matter of half day sessions at the Santo Domingo school was taken up with the Education Division and with Mr. Peairs and Mr. Charles at the time the construction

of the day school was under consideration last fall. It would take a day school plant of at least double the capacity of the plant being constructed at Santo Domingo to accomodate all thechildren of day school age in the Santo Domingo pueblo for school sessions, as provided in the regulations. In my opinion attendance of all children of day school age must be requested, and such attendance enforce as far as possible. This will mean morning attendance for certain children, and attendance of the balance at the afternoon session of the day school. This half day attendance will occasion no little inconvenience and annoyance on the part of the teachers, as it is difficult for one who has never had experience in the pueblos to appreciate the difficulties of making clear to the Indian families that some of the children are to attend the morning and others the afternoon session. How well this plan, which seems the only available one, will work out is difficult to say. However, it seems the only practicable plan, and only the application of it in actual experience will determine its feasibility.

Steps have been taken during the past year to improve the appearance of the day schools at San Juan and Taos, where water was available for irrigation, in the planting of shade trees, grass seed and a few shrubs.

Needed repairs at San Ildefonso and San Juan were not possible during the past year on account of lack of funds. These repairs constitute outside plastering of some parts of the buildings at both of these day schools, some remodeling in the addition of fuel room at San Juan, the replacing of the entrance porches and the construction of sanitary outhouses at both of these day schools. New outhouses at San Juan, San Ildefonso, Picuris and Taos are most urgently needed to replace unsightly and unsanitary toilets. In my opinion flush closets, as provided for the new Cochiti plant, are the most sanitary and best adapted. It is questionable, however, whether funds will be available for the construction of such closets at the day schools mentioned. Closets of this kind would necessitate sceptic tanks with attendant sewerage system, which would entail considerable expense. It is my belief that well screened, substantially constructed dry earth closets

will seem the best provision to be made in view of available funds. The matter will be taken up with Supervisor Charles on the occasion of his visit of inspection of the Santo Domingo school buildings, and some definite recommendations made to the Office to provide for suitable closets for these day schools.

After careful reading on the L. R. S. sanitary privy and consideration of its adaptability to conditions here, based on personal observation and reports submitted by the physicians in this district, to whom the matter was referred, it is my opinion that this privy is unsuited to the climatic conditions of this locality, which he extremes of heat and cold. I would not recommend this privy for use at the day schools, or for use by the Indians in the several pueblos.

On recommendation of this office, steps have been taken and procedure instituted for the condemnation of the present school site at Sia. The portable school building and teacher's quarters located on the present school site at Sia, which is being condemned, should be remodeled at an early date. I would recommend that Supervisor Charles visit Sia at as early a date as possible, and after a survey of the condition of the present portable buildings, submit plans and recommendations for the remodeling of these buildings, so that they may be habitable and adapted to the requirements of the day school.

Conditions at Nambe, in my opinion, do not warrant the continuance of a day school at this pueblo. The average attendance at this day school, as follows,

1911	10
1912	9-6.10
1913	8-52/100

shows a steady decline. I do not know what the policy of the Office is in the continuance of a day school with an average attendance of ten or less, but it seems to me that this small average attendance does not warrant the mainte-

nance of a day school, and that it would be a matter of well placed economy to abolish this school. Observation of the school and situation at Nambe during the past year convinces me that there is no prospect for an increase in attendance, unless a site should be condemned and a school building erected at a point midway between the upper and lower pueblo settlements. I believe that the slight increase which might thus be gained would not be large enough to warrant the expenditure of this money. The children enrolled at the Nambe school could be placed in the Santa Fe Boarding School with little inconvenience, and it is my opinion that, in view of all the circumstances, it would be a matter of economic administration to abolish this school.

The water situation at San Ildefonso is bad. The well is only fifteen feet deep, and is filled from surface seepage, which makes it unfit for drinking purposes. My information is that this well has not been used for drinking purposes since shortly subsequent to its completion. It is hoped that it may be possible to provide a drilled well at San Ildefonso, and drilled wells at the other day schools at an early date. Recommendations to this end have been under consideration in the Office during the past year, and it is very essential that funds may be found to do this work.

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Boarding School

The school year has been a very successful one, there being few changes among the employees and all working in a spirit of harmony.

A number of children, whom investigation showed had a very small proportion of Indian blood, were eliminated from the rolls of the school at the close of the fiscal year 1912, and their places filled at the beginning of the new school year by full blood pueblo children. In the consolidation of the school and agency interests, the pueblos and pueblo day schools and the boarding school are kept in close association through one administrative policy.

The transfer of day school pupils, when they reach eleven years of age, to the boarding school has proved of mutual benefit to both the day schools and boarding school in making possible more uniform class room work, and this policy will be continued.

The average attendance for the year was 330, there being as many as 350 pupils in attendance at one time.

The work in the classrooms, which is largely elementary, has been very satisfactory. There have been no graduates for the past several years, but it is hoped that there will be some pupils in the higher grades ready for graduation from the eighth grade next year.

The teachers are supplied with the state course of study, and adapt it to their work so far as is practicable.

The industrial and manual training at the school is a special feature, and is far in advance of anything of the kind in the public schools of the state.

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Realizing the importance of farming, gardening, and the care of stock to the Pueblo Indians, special attention is paid to these industries, and so far as practicable most of the boys during their term at the school have an opportunity to learn much about these lines of work. In addition to the instruction given, they have the advantage of having before them a practical demonstration of what this work stands for, in the form of a perfectly kept model garden and orchard, which furnish an abundance of vegetables and fruits for the school for the year. The instruction given the boys in the dairy is of much practical value to them. The care of horses, hogs and chickens is also made the subject of careful instruction.

The regular shop work taught at other Indian schools of this character receives due attention here, especial care being taken to impress upon the pupils that they should do everything faithfully, thoroughly and in a workmanlike manner, and always to be industrious.

The girls receive instruction in all the domestic departments of a well conducted home. They are taught cooking, washing, sewing, nursing and housekeeping in the various departments, and in the housekeeping cottage a detail of ten girls, changing every three months, receive training in all kinds of work pertaining to family housekeeping. The girls also receive instruction in gardening.

The school plant is composed mostly of good substantial brick buildings, in a good state of repair. An addition to the girls' building is very much needed, in order to accomodate more girls who apply for admission. In the past many girls who should be in school have been refused admission because of lack of room. An appropriation of $18000.oo has been made for this addition, and the work will be started as soon as possible.

A new modern dairy barn is also very much needed,

the one now used being an old frame building, unsuited for a dairy. A general assembly hall and gymnasium and another employees' cottage would make the plant complete as an Indian industrial school, for the accomodation of 400 Indian pupils and the employees connected with the school.

The school farm is necessarily limited in acreage, on account of the limited water supply for irrigation, which is obtained through a 6" iron pipe from the city water supply. There is usually sufficient water for irrigating the garden and orchard of about six acres, an alfalfa field of about seven acres, and the lawns and flower gardens, which are of considerable extent.

During the summer about fifty boys, with an employee from the school as escort and caretaker, went to work in the beet fields near Rocky Ford, Colorado. They were allowed a little spending money while working, and on their return to the school they brought back $1514.94. It is always a question what is best to do in regard to applications of pupils for their money. In some cases it is plain that the pupils desire to assist their parents, sometimes in the purchase of farm machinery, and often in the matter of subsistence supplies. Some pupils desire to purchase clothing, and others need their money for other legitimate purposes. It is therefore difficult to make an arbitrary ruling, allowing the pupils so much per week or month, and stating that a certain part of their earnings must be set apart and saved until they leave school. In such case the pupils are more inclined to spend their money in small amounts for trivial matters, and thus get very little good from their earnings.

Attempts have been made to encourage the boys to invest some of their earnings in the purchase of chickens and pigs, a place being given them to keep them. Two boys invested twenty dollars in the purchase of twenty hens, in February last. They built a place to keep them, and have become very much interested in the care and raising of chickens. They carefully clean the yard and chicken house regularly, read literature about chickens, and have already sold eggs

enough to pay for the hens, and have twenty-two young chickens beside the original twenty hens. They have learned lessons by actually caring for their own chickens, which it would be hard to teach them in caring for the chickens that belong to the school. A number of the other boys have been observing the experiment of these two boys, and when they return from their work in Colorado this summer, it is expected that there will be others who will desire to invest part of their earnings in the purchase of chickens and pigs, with a view to adding to their small capital.

The general health of the school has been good. There were a number of cases of pneumonia during the winter, but all recovered. The discipline has been very satisfactory.

The religious training of the pupils has been done by the Catholic priests and sisters and by the Presbyterian minister of Santa Fe. All the pupils are Catholic except about twenty of the Papago and Navaho boys, who attend the classes of the Presbyterian minister. The Catholic pupils attend services in the city on Sunday mornings.

The total expenditures for the school were practically the same as those of last year.

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NARRATIVE.

Section 4 -- Industry.

The farming plans, carried out by the agency farmers stationed at Santa Clara and Jemez, embody the policy of working with rather than for the Indians. All that has been done during the past year, and all that is contemplated for the coming year in the way of promotion of farming among the pueblos emphasizes cooperation on the part of the Indians with the farmers, by insisting upon their active aid in whatever is done by the farmers toward improvement in agricultural methods, building up of their stock and securing better crop yields.

I think I can best illustrate the point made above, with reference to our industrial work being carried on with rather than for the Indians, by a brief recital of the progress carried out in some of our farming operations this year.

The alfalfa seed purchased last summer for issue to the Santa Clara Indians, to enable them to replace their alfalfa fields, which suffered almost complete annihilation by the heavy floods of some two years ago, was not issued until last spring, owing tothe fact that there was a vacancy in the position of farmer at Santa Clara, and therefore no one on the ground competent to oversee the distribution and planting of seed. The governor and council of Santa Clara expected that this alfalfa seed, as had been the custom in the issuance of supplies in the past, would be issued to the heads of families in the pueblo, and informed me in the early spring that the Indians were ready to receive their alfalfa seed. I deemed this procedure at variance with my plans for the intelligent assistance to be rendered the Indians through the farmer, to issue arbitrarily to each head of a family a certain amount of alfalfa seed without regard for the acreage in the individual cases to be planted in alfalfa, or with no means of assurance that the seed would be planted, and if planted, that it would be properly put in the ground.

I therefore called a council at Santa Clara and explained in detail the method and procedure, which would be followed in all of our work in the pueblo, both in the distribution of alfalfa and other seeds and such fruit trees as would be issued, and which would be planted under the direct supervision of the farmer. I explained in detail first that it would be necessary for each Indian to prepare the land, which he wished to plant in alfalfa, by a thorough plowing and such other preliminary work as was necessary to thoroughly prepare the land for planting. When this was done, I requested that each Indian notify the farmer, who would go with the individual to each field or fields to see that the land was properly prepared and to ascertain the acreage, in order that sufficient seed would be set aside for the individual to insure a good crop. I further stated that the seed, in so far as was practicable, except in cases where a piece of land to be planted was so small as to prohibit its use, would be planted with a drill, which had been purchased and placed at Santa Clara for that use.

I further stated to the council that, if any of the Indians were unwilling to comply with these very reasonable requests, no seed would be issued to them. I also told the Indians that any individual, who neglected the irrigation and care of the fields planted with the alfalfa seed issued by this office, would be noted, and no further assistance rendered him until he showed conclusively by his future attitude that he was sufficiently interested to perform the work which fell upon him in the care of his crops. After some little objection to these plans, which they viewed as a decided innovation to past procedure, the Indians agreed to carry out the directions, and I am informed by the farmer that in only one or two instances have the Indians failed to comply with these reasonable requirements.

In connection with the issuance and planting of the alfalfa seed at Santa Clara, another incident will serve to illustrate our plan in requiring the cooperation of the Indians in our work with them. For several years the Santa Clara pueblo has suffered from grass-hoppers, which have been

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most destructive to their fields. Early last spring it was seen that grass-hoppers would do great damage to the new alfalfa, also the wheat and other crops, if strenuous measures were not taken to get rid of them. It was very apparent that it would be a waste of money and time to put out the new alfalfa, unless something could be done to check the ravages of the grass-hoppers.

I directed the farmer to take this matter up with the governor and council, with the request that the council make it a community duty to clean the banks of the ditches and fence lines around the fields of the rank growth of weeds and undergrowth in which the grass-hoppers are bred. I directed that he tell the council if this were done, we would institute a poison campaign by spreading bran soaked in arsenic, which would be a check in killing off the grass-hoppers, which infested the immediate vicinity of their fields. The Indians were of the opinion that the poison thus distributed would not be effective, and were inclined to laugh at the whole suggestion. They let the matter drag for a week or ten days without taking any action in carrying out the work in cleaning up the ditches and fields by the pueblo as directed.

Upon being informed of this, I directed the farmer to call another council and inform the Indians that, unless this work of cleaning the fields and ditches of the weeds where the grass-hoppers were bred, was carried out at once by the pueblo, no alfalfa seed would be issued or planted. I felt that, unless the Indians took sufficient interest in the success of prospective alfalfa crops to do this work, which they were able to do and it was manifestly apparent should be done, it would be most unwise to plant the seed in view of its early destruction by the grass-hoppers. When the Indians understood that no seed would be planted until they had performed their part in the campaign against the grass-hoppers, they did as requested. The poison was then distributed by the farmer and resulted in a lessening of the number of grass-hoppers in the immediate vicinity of the fields, and permitted the crops sown to grow up with very little damage.

Next year in the very early spring, a campaign will be made in a thorough cleaning of all the ditch banks, fence lines and other breeding places of the grass-hoppers of the weeds and undergrowth, and I am confident that such work, which the Indians now see the wisdome of and have promised to do, will see a diminution if not practical extermination of this grass-hopper pest, which the pueblo has suffered for years. I am convinced that the annual visitation of grass-hoppers to the fields of Santa Clara pueblo is due to their own neglect in keeping their fields clean, and have called their attention to the fact that San Juan and San Ildefonso have clean fields in their pueblos, and suffer practically nothing in the way of damage from grass-hoppers. I believe that the Santa Clara Indians now understand this, and have seen a practical demonstration, in a limited way, of what measures in cleaning the fields and in the distribution of poison have done to lessen the loss in their crops from this pest.

A very limited number of fruit trees were issued to the Jemez, Sia and Santa Clara Indians. Five hundred trees each, comprising four varities of well known winter apples, which have borne well in each locality, were distributed by the farmers at Santa Clara and Jemez, in the same way in which the alfalfa seed was given out at Santa Clara. Certain number of trees pro rata from the five hundred trees sent each farmer were issued to the heads of families, who had land suited for fruit purposes, and these trees were planted by the Indians under the immediate supervision of the farmers.

Lumber and window sash were purchased, and hot beds constructed at Santa Clara and Jemez for demonstration purposes, in showing the Indians the advantage in the use of hot beds in the early growth of garden vegetables. The following seed was purchased and distributed equally to the two agency farmers.

6	oz.	Cabbage------Danish Bald Head
6	"	Tomato-------Livingston Beauty
2	lbs.	Onion--------Yellow Danver
30	"	Sweet Corn---Evergreen

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20	lbs.	Sweet Corn---	Stowal's Improved
20	"	Field " ---	Swadley's
20	"	" " ---	Yellow Dent
50	"	Sorghum------	Red Top
1200	"	Potatoes-----	White Pearl
10	"	Stock Beets	
10	"	Hubbard Squash	
8	"	Sweet Pumpkin	
8	"	Common Field Pumpkin	

The varying amounts of seed, although limited, seemed sufficient for experimental purposes and better economy than the purchase of a considerable amount of any one seed before observation could be made of the adaptability of the crop to local conditions and its use by the Indians.

The plan carried out in the issuance of this seed to the Indians also required their active cooperation. I have found in nearly all of the pueblos that there are at least a few of the Indians, who are genuinely interested in trying out new and intelligent methods of farming, which are explained to them will be of aid in obtaining better and bigger crops. Acting on this knowledge, the plan carried out in the planting of this seed and the cultivation of the ensuing crops is similar to the procedure followed in the State of Wisconsin and in other states where active measures have been taken to promote better farming among the white farmers.

The plan put in operation is this: At Santa Clara and Jemez a few Indians were found, who were willing to set aside very small pieces of land for demonstration purposes, the understanding being that they were to do the work in the planting, cultivation, irrigation and harvesting of the crops, as directed by the farmer, in return for which these Indians were to receive the matured crops. In this way and only in this way, in my opinion, can effective work be done in teaching the Indians better methods of cultivation, irrigation and seed selection, which will result in better and larger crops. The Indian is so constituted, as are many of his white brothers, as to require actual visual demonstration before he really accepts any new ideas. I believe this is especially true in farming matters.

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The promotion of farming among the pueblos, who have always been an agricultural people, presents some problems not encountered in similar work among many of the northern Indians and plains tribes, to whom farming until very recently has been a most unwelcome vocation. Modern methods of farming to the Pueblo Indians is, to use an old addage, "teaching an old dog new tricks". To the majority of the pueblos, too much irrigation and too little cultivation are principles of farming inherent through the practice of many years and the example of their unprogressive Mexican neighbors. In the face of example set the Indians by their Mexican neighbors in the use of pony plows, which only scratch the soil, and other primitive methods of planting and harvesting, these conditions can only be met and overcome by actual demonstration, to be carried out through the agency farmers, of the advantages of deep and frequent cultivation and the effect on the crops of less irrigation.

The need of the pueblos in agricultural equipment, apparent in their lack of work horses of sufficient size and in their lack of simple farm machinery, can be met in the breeding up of their scrub Indian ponies through the use of stallions of standard draft type, preferably percherons, and in the use of the reimbursable funds for the purchase of plows, harrows and other necessary farm implements.

During the past year, the worn out agency team at Jemez has been replaced with a team weighing 1250 pounds each, sound, well broken and well adapted for farming use. The old team, which has been in service at least twenty years, is for the present being used by various Indians for farming purposes under supervision of the farmer, who is charged with seeing that the horses are not abused and are properly fed and cared for. The farmer at Jemez has been provided with a farm wagon, which was in use at the agency. A new team weighing approximately 1300 pounds was purchased for use by the farmer at Santa Clara, and a farm wagon provided. The two old buckboards are also in use by the farmers for such visits, as it is necessary to make in their districts.

The following equipment has been purchased and placed at Santa Clara and Jemez for the use of the Indians under direction of the farmers.

2 International Harvester Co. 10 H. P. Gasoline Engines.
2 Case Steel Threshers, 18" cylinder.
2 Corn Shellers, to be operated either by power or hand.
2 Sulky Plows, 14".
2 Walking Plows, 12"
2 Ajax Steel Lever Harrows, 10 ft., 60 teeth.
2 Balanced Tongue, Walking Cultivators.
2 10 Disc, Press Drills, with grass seeder attachment, alfalfa type.
2 Wing Shovel Plows.

The farmers have also been equipped with a few simple carpenter's tools, such as saws, hammers, axes, chisels, necessary in repairing and other work, which they may wish to do. One pair of pruning shears each and a spray pump with mixture and poison were also provided for the farmers.

The Indians express great satisfaction, and are much interested in the prospective use of the threshing outfit in the harvest of their wheat and oats, which they will raise during the coming season. All of the other equipment above enumerated is in frequent use by the various Indians under the instruction of the farmers. The farmers assist and direct the Indians in the use of this equipment, and report a very lively interest on the part of the Indians in the use of these implements. Many of the Indians at first expected that the farmers would actually perform the majority, if not all, of the work for them individually in planting and cultivating their crops. I expressly directed that this policy should not be followed. Such a policy would require an army of farmers in each pueblo, and do more harm than good to the Indians. The Indians were quick to see and understand our position, and the time of the farmers has been spent in directing and assisting farming operations and not in actual performance of farming work <u>for</u> the Indians of their district.

The 10" steel beam walking plows, the spike toothed, steel lever harrows and the scrapers, which have been purchased and are now on hand for issue to Indians, will be issued to in-

dividuals in the several pueblos in return for labor or services in the approximate value of the cost of these implements. The issue of agricultural implements to the Indians under this arrangement, that is, in return for labor or some commodity which they raise, is an excellent plan and offers a means for some of the Indians, who otherwise would be unable to pay for these implements, to secure them in such a way as to appreciate their possession.

A step, which I consider of great importance in industrial progress in the pueblos, has been taken during the past year in the purchase of two grade percheron stallions. These stallions are in charge of the farmers at Jemez and Santa Clara. Supervisor Davis saw both of the stallions during his visit to this agency last spring, and commented favorably upon the type and character of the animals and purchase price of same. I am heartily in accord with Supervisor Davis' opinion that nothing is more important in the development of the Indian industrially than the up-breeding of the small Indian ponies, possible through the use of stallions of the standard draft type, preferably the percheron. Actual experience in other localities of the Indian Service, Supervisor Davis assures me, has demonstrated that the first cross of a standard type of draft animal, as the percheron with the Indian pony mares, has produced an animal, which would weigh at least 1000 pounds and have a market value of from $50.00 to $100.00. Considering the extensive number of ponies of little or no market value, which are of a size so small as to handicap the use of modern farm machinery, it is apparent that no line of effort offers a better field for benefit to the Indians industrially.

The history of any people shows that the development and progress of that people along every line has followed the development of their beast of burden. The whole life of a people evolves around and about their material resources, which is their industrial plane. When a people have a beast of burden, large and strong enough for farm work in the cultivation and harvesting of their crops, their material resources increase in proportion to the crops tilled and harvested. When the Indian ponies are replaced by horses which will average

1000 or 1200 pounds, their standard of living will be raised proportionately. They will then be able to till the soil properly, and better cultivation will produce larger and better crops, in return for which there will be a proportionate increase in their material assets.

The stallions now in use at Jemez and Santa Clara are stable bred, and therefore stable served. I believe with Mr. Davis that range bred stallions can be used to better advantage than those which are stable bred. Each of the pueblos has a considerable number of pony mares running on the range. It would be impossible to serve these mares by the stable method, as they are only rounded up once or twice a year and the majority are wild and unbroken. The stable bred stallions are only available for use with the pony mares, which are kept up at the pueblos for farm work.

In view of the importance of this work of breeding up Indians horses to secure work horses of sufficient size to have a market value and be of real use to the Indians in their farming, I would recommend during the coming year the purchase of at least twelve range bred percheron stallions, to be put out on the range with the Indian pony herds. I believe this method offers the quickest and most effective means of breeding up their horses. I would put these stallions out in three or four of the pueblos under the supervision of the farmers, where the Indians would evince sufficient interest in the matter to provide for the elimination of the pony stallions, which now run in large numbers with their pony herds. I believe that a much better percentage of colts would be obtained in the use of stallions on the range than in the use of the stable method. This is due, not only to the nature of Indian ponies in their native state, but to the fact it is difficult to impress upon the Indians the necessity of bringing their mares in at the proper periods. It would seem, therefore, from every standpoint that the range method of breeding is preferable.

In my opinion, at this time more stress may be properly laid upon the breeding up of the Indian horses than upon the increase of the Indian cattle. The possession of work horses of sufficient size and strength for modern farm-

ing, and the value of surplus horses in a market sense means so much more economically to the Indians than the extension of their present herds of cattle, that I would favor the expenditure of such funds as are available for the purchase of stallions rather than in the purchase of any considerable number of bulls.

During the past year, eight yearling grade Hereford bulls were purchased and issued to the Indians, who had purchased cattle during the past year under the reimbursable plan. One of these bulls was issued to the Cochiti pueblo and one to the Jemez pueblo, where no reimbursable cattle have been placed. It has been demonstrated that the Hereford is the best breed of beef cattle for New Mexico range conditions. The purchase of these young Hereford bulls is a great help to the Indians, in enabling them to breed up good beef stock from the common cows purchased under the reimbursable plan. The young bulls will grow up on the local ranges where they have been placed, and will not stray as would older animals.

Care was taken in the purchase of these bulls, as in the instance of the purchase of stallions, that the animals were all bred and raised under the same climatic conditions as prevail here and in at least as great an altitude. This prevents disorders, which are to be expected in the transfer of animals to conditions with which they are not acclimated. I believe at least eight grade Hereford bulls, either long or short yearlings, should be purchased and issued to theseveral pueblos annually, so that these young animals may take the place of the older bulls, which have been running with the respective herds for several years. To secure the best results in the breeding up of cattle, it is an accepted fact that bulls should be changed every three or four years, and that they should not run with the same herd for over four years as a longer period makes too much inbreeding.

In my opinion nothing has been attempted or carried out by the government in the assistance which it

renders to Indians than the real aid, which is extended through the use of the reimbursable funds. Of the $30000.00 available under the reimbursable plan, from the appropriation by Congress for that purpose in 1911, $5000.00 has already been expended in this jurisdiction. In all of the pueblos the Indians at first were very skeptical of the reimbursable plan. A great deal of time and explanation was necessary before even the most progressive were convinced of the opportunity afforded them through the use of these reimbursable funds in securing agricultural equipment so badly needed. After a few of the most progressive Indians had secured the cattle, wagons, seed and other implements for which they had applied, and the Indians in the several pueblos had seen and examined the supplies, their eyes were opened to the advantages which this plan afforded them, and I have since been in receipt of an increasing number of applications for purchase under the reimbursable agreements.

Care is taken that the applications, which are forwarded to the office, are those of Indians who seem reliable and really interested in securing needed farming implements and building up their stock. Some applications are refused on the ground that the applicants have not shown in the past by their sobriety and industry they are worthy of the confidence to be reposed in them by the advance of money in the purchase of articles requested. Some supplies, which have been ordered for Indians under the reimbursable plan, have been transferred to other applicants, when subsequent investigation has shown for some good reason there was a strong likehood that the original applicant would be unable or disinclined to meet his payments.

Fifty-six Indians, from seven out of the eleven pueblos in this district, have participated in the $5000.00 apportioned this jurisdiction. The articles purchased for these fifty-six applicants include wagons, mowing machines, harnesses, stock cattle, hay rakes, plows, cultivators, barbed wire, horses, wagon and stack covers, alfalfa and timothy seed. Owing to the fact that some of these supplies have not yet been received, accurate figures are not possible, but from estimated cost and from the actual cost in the agreements made the fifty-six Indians have received an average loan

of approximately $89.20 each in the purchase of various articles enumerated above. Embracing as it does the fundamental idea of cooperation, which is, as I have outlined, the plan followed in all the work done under this jurisdiction, in my opinion no better means of extending real aid to the Indians has been devised and put in operation than the use of these reimbursable funds. The extension of gratuties to the Indians is, I believe, a ruinous policy, the psychological effect of which upon the Indians is positively harmful. I do not regard the purchase of bulls and stallions for the up-breeding of their cattle and horses in this light, nor do I think this inference can be drawn from the comment made of these two features of industrial aid extended the Indians under this jurisdiction, but I would apply the withholding of gratuities from the Indians in a general way, to the matter of the purchase of stallions and bulls to this extent, that the stallions and bulls will not be placed in any of the pueblos without active cooperation of the Indians, to the extent of the care and responsibility of the stallions and bulls in looking after them and in carrying out directions given in the segregation and breeding up of the stock.

The work of the agency farmers is broad in its scope, and the success of their efforts is dependent upon the initative, industry and tact of the employee. If real results are to be accomplished, I cannot emphasize too strongly the necessity of having the appointee a man with these qualifications, with a working knowledge of irrigation and local farming conditions. The farmer at Santa Clara and the temporary farmer at Jemez are giving excellent satisfaction.

I would recommend the appointment of farmers at Taos and Santo Domingo during the coming year. I question whether the Santo Domingo Indians would accept the services of a farmer at this time. In this event I would establish the farmer at Cochiti, whic is distant some seven or eight miles from Santo Domingo. I believe that observation by the Santo Domingo Indians of the work which will be done by the farmer at Cochiti would bring them in a year or two to the point where they would welcome the establishment of

a farmer at their pueblo. The Santo Domingo pueblo with its 90,000 odd acres of land and its present reactionary tendencies does not at the present time begin to utilize the resources of this large body of land. In my opinion a very considerable increase in the agricultural acreage could be secured by improved irrigation methods. I think it would be unwise to take up definitely with the Santo Domingo Indians the proposition of establishing a farmer in their pueblo until the position has been established. From the general talks, which I had with the council and individual Indians, I think that just at this time they would oppose such a move.

I feel that the establishment of a farmer at Santo Domingo in the fact of the opposition by the pueblo is quite a different matter than the establishment of a day school in the face of their opposition. The attendance of Indian children in the school under the state law, which I believe applies to the Indians, is a matter of compulsion, whereas, in my opinion, no good would accrue from forcing a farmer upon the Indians in the face of their outspoken opposition. Although the Santo Domingo Indians would probably resent the establishment of a farmer in their pueblo at present, it is my belief that, if they would not accept the idea of a farmer now, their observation of the definite material assistance, which would be rendered their neighbors, the Cochiti Indians, through the work carried on by the farmer would open their eyes within a year or two to the benefit they would derive from a farmer in their own pueblo.

There is a large field for a farmer at Taos. The Taos Indians are generally intelligent and industrious, and will be very glad of the assistance, which will be extended to them in having a farmer work with them. There is considerable acreage at Taos at present undeveloped, a water supply being available under the present system of ditches for a large part of the land. I feel that a great deal could be done through the efforts of the farmer in putting this land into crops. The supervision by the farmer of the use of stallions and bulls in breeding up the Taos Indian ponies and cattle would also be of great meaterial benefit to the pueblo.

A farmer is also needed at San Juan, where the same field is afforded for the intelligent work of a farmer in working with the Indians as at Santa Clara and Jemez.

I am extremely anxious, however, that at least two additional farmers be allowed this jurisdiction during the coming year, and equipment purchased for these two positions, similar to that provided for the farmers at Jemez and Santa Clara. I feel the urgent necessity, if we are to continue the extension of our industrial work among the pueblos, of the establishment and equipment of these two farmer stations during the coming year, and respectfully recommend that such action be taken.

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Section 5 -- Field - Forestry.

On request of this office, two hundred and fifty dollars was authorized for purchase of necessary lumber and materials for the construction of a log cabin for use of the forest guard on the Santa Clara reservation. An advantageous location was selected and thecabin, which is being built by the forest guard and the Indian police, will provide a permanent headquarters for the forest guard, which will permit a more efficient supervision and protection of the reservation than was possible before. I believe, too, that this step will encourage the Indians in a more extensive cultivation of their farms on the reservation.

Pending action on recommendations, submitted March 16th, 1912, for the setting aside of Executive Order reservations for San Juan and San Ildefonso, and for the straightening of the southern boundary of the present Santa Clara Executive Order Reservation, no steps have been taken for the advertisement and sale of the merchantable timber on the Santa Clara Executive Order Reservation and the Shoe String Grant, which, by resolution of its council, the Santa Clara pueblo desires to have advertised and sold at the same time.

The Executive Order reservation recommended for San Juan, which would adjoin the Santa Clara Executive Order Reservation on the north, contains some merchantable timber, too small in extent to market by itself, which it would be extremely desirable to sell in conjunction with the Santa Clara timber. The Executive Order reservation recommended for San Ildefonso adjoins the Santa Clara Executive Order Reservation on the south, and is a part of the Jemez Forest Reserve.

To my knowledge no definite action has been taken on the recommendations for Executive Order reservations for the pueblos in this district, to provide the Indians with needed timber, wood supply and grazing land. My observation and information is that the merchantable timber on the Santa Clara reservation is not improving as time goes on,

and in consideration of this fact and the advantages which could be secured to the Santa Clara Indians through the expenditure of money thus derived from irrigation and other projects in the pueblo, it would seem that Santa Clara timber should be advertised and sold during the coming year.

In view of this fact and in consideration of the need of Executive Order reservations for timber and wood and grazing lands for the San Juan and San Ildefonso pueblos, I would respectfully urge that steps be taken to secure some definite action with regard to the tracts recommended for these pueblos.

I would especially urge that, if possible, the tract recommended for San Juan be made an Executive Order reservation, and at least a part of the tract recommended for San Ildefonso, which shall include that portion recommended adjoining the present Santa Clara reservation. I would further urge that the southern boundary of the present Santa Clara reservation be straightened, as recommended under date of March 16th, 1912.

I would further respectfully recommend that the Executive Order reservations of Santa Clara, Nambe and Jemez be surveyed and monumented. The survey and marking of the boundaries of these Executive Order reservations, with such monuments as will be easily recognizable, is a matter which is most essential for proper administration of these tracts.

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Section 6 -- Field - Irrigation.

In view of the impending water famine, which was imminent at San Ildefonso last year, during April 1912, I submitted recommendations looking toward the relief of the pueblo in the purhcase of an engine and pump, which could be temporarily installed on the Rio Grande pueblo ditch. I felt this plan would be feasible and afford temporary relief in providing the Indians with water for the coming year's crops. To provide a permanent water supply, I believed a pumping plant should be located in the Pojoaque River bed, which would furnish water for the Indian ditch from the Pojoaque at such periods when the surface flow failed.

The matter was referred to Superintendent Robinson, and after going over the ground with me, he decided that a pumping plant located in the Pojoaque could be completed in time to be of benefit to the Indians during that season. Sometime elapsed before the preliminary surveys were made to determine what Indian acreage was under the ditch, and what additional land could be cultivated under the ditch with the water which could be furnished by the pumping plant. From that time the matter dragged, and up to this date the pumping plant has not been completed. There was no water for the Indians last summer, and it is very probable that no water will be available this summer in time to be of use for their crops. The surface flow of the Pojoaque is taken out by the irrigation ditches above the Indian river ditch, and except during the melting of the snows in spring and flood times, there is very little water available for irrigating purposes for the San Ildefonso Indians from this ditch.

There should not have been this delay in the installation of this pumping plant, and the project once started should have been completed. This delay has resulted in shortage of crops to the San Ildefonso Indians, which would have been avoided if the pumping plant had been completed within a reasonable time. I believe the delay in the completion of

this plant has come about through the lack of proper management rather than through lack of funds, as I am of the opinion a considerable amount of money has been spent in other work among the pueblos, which, if necessary, could have been diverted and used for the completion of this plant.

I give this incident in the conduct of irrigation work among the pueblos in this district because of its bearing on the recommendation which I would make, that, if practicable, the funds apportioned for irrigation among the pueblos in the Santa Fe district be placed at the disposal of the superintendent, and that he be authorized on receipt of proper authority from the Office to expend such apportionment in the employment of engineers for short periods, such labor in the way of foremen as may be necessary, and in the purchase of material for the carrying on of such irrigation work as the funds would warrant. This recommendation is based upon the following observations from my experience as superintendent.

1st. Lack of economy in the present conduct of the irrigation projects in the Santa Fe district. My observation is that it has been the practice of the Irrigation Service to pay the Indians for working on their own improvements. Whereas it might be necessary to adopt this plan in the irrigating work, which is done for some of the Indian tribes, and whereas it might seem necessary and expedient in the work, which is done on the large reimbursable projects where extensive reservoirs are constructed, involving the work of months and expenditure of many thousands of dollars, in my opinion it is unnecessary and poor policy when applied to the work which is done by the Irrigation Service among the pueblos. The money which is expended in paying the Indians for their labor, in work which is being done for their own benefit, could be saved. I am confident that, if the matter was properly put before the Indians, they would contribute the necessary labor gratis. I am sure if the necessary materials were furnished, which they have not the money to purchase, they would in nearly every instance be willing and glad to cooperate in improving their irrigation systems by contributing the labor, which they are able to do.

2nd. The policy and practice of the Irrigation

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and Agency.

Service in paying the Pueblo Indians for their labor, in work which the government is supervising for the improvement of their ditches, installation of better head-gates, etc. is fundamentally wrong and injurious. Pueblo Indians are able physically to do such work, and they would be willing in nearly every instance to contribute their labor. The Indians are not financially able, except in a very limited way, to purchase the lumber and blasting material for the repair and construction of flumes, ditches and head-gates, which becomes necessary from time to time, nor are they able to employ engineers to ascertain information necessary in contemplation of any irrigating work or improvement. The saving of the money now paid the Indians for their labor upon their own irrigation work could be applied in the purchase of material for the further improvement of irrigation conditions in the pueblos.

In such instances where the Indians lack sufficient interest and are unwilling to contribute the necessary labor with men and teams in the repair or improvement of their own irrigation, I believe it is unwise for the government to make any such improvements or repairs. I believe that to pay the Pueblo Indians for work on their own irrigation projects is as injurious and ruinous a policy as to issue rations to able bodied Indians, who have been self supporting always.

3rd. The delay incident to the completion of small irrigation projects would be avoided. The field covered by the Superintendent of Irrigation is large. There are many projects constantly under way, which take his supervision and the time of his force of engineers, and if funds were available as recommended for the temporary employment, by the superintendent, of an engineer for short periods, when his services were required, the Irrigation Service would be relieved of the small irrigation projects necessary among the pueblos, and such work would be conducted with an expedition seemingly not possible under the present arrangement.

In my opinion it is most desirable that there should be a fixed responsibility upon the superintendent for the conduct of all work within his jurisdiction. This fixed re-

sponsibility cannot follow through the present arrangement, whereby the Irrigation Service operates independently of the superintendent. Such work, as is done in this district by the Irrigation Service at present, in nearly every instance is done without taking the superintendent into consideration. I believe that, if the superintendent is at all conversant with conditions in his district, he is in all probability more conversant with conditions and the needs of the Indians under his jurisdiction than any other person could be. I believe that the present system where the Irrigation Service comes into a district or jurisdiction, acting independently and in some cases without the knowledge of the superintendent, the work thus accomplished is not done as economically or expeditiously as it would be if under immediate direction of the superintendent.

I believe there should be one policy in the conduct of work and administration of affairs in a district. I do not believe that the present lack of cooperation and consultation in the work and plans for irrigation in this district may be laid at the door of the superintendent. I know that I have personally requested investigations by the Irrigation Service to determine the feasibility of certain projects, which have appealed to my judgement to be feasible and needed, and have been told that such investigations would be made, and yet have never been informed of any steps to that end. I have further placed myself at the disposal of the Irrigation Service, and offered such assistance at any time as might be possible for me to render. I feel that the superintendent should be consulted upon irrigation matters in his district, in order that the plans of any prospective work might be properly laid before the pueblos and their cooperation insured, and I feel that no work should be undertaken in any of the pueblos without his knowledge and cooperation. I realize that a superintendent's knowledge of irrigation matters is that of a layman, and yet I believe his knowledge of conditions and of the needs in the pueblos under his supervision should receive consideration.

I would not apply this recommendation to large projects similar to the Taos reservoir, which is now under consideration, but I do feel the justification of its application to such small irrigation work, as should be undertaken

from time to time in the pueblos, such as the installation of the pumping plant at San Ildefonso.

Should the plan suggested in the above recommendation seem impracticable or inexpedient, I would respectfully recommend that the Superintendent of Irrigation be instructed to consult with this office on all work to be done in this district, in order that the superintendent may have a full and complete knowledge of such work. I believe that the Irrigation Service should cooperate to the fullest possible extent with the superintendent in the conduct of irrigation work in this district.

The water situation at Sia is bad. The surface flow of the Jemez River, except in the arly spring in flood seasons, is very small, and such surface flow, as there is, is taken up by the Jemez Indians and Mexican settlers above the Sia pueblo to such an extent, that during the summer months there is practically no water for irrigation purposes left in the river for the Sia Indians. I believe there is a sufficient underflow in the Jemez River bed at Sia to provide water for enough land to insure them sufficient crops, at least, for their own consumption. My judgement is that a pumping plant, similar to that which is being installed at San Ildefonso, should be placed at Sia at a feasible point in the Jemez River bed on the opposite side of the river from the village. There is a sufficient acreage on this side of the river to support the Sia pueblo, if water were provided. It will, of course, be necessary to sink test wells in the river bed to determine whether a pumping plant is feasible. This should be done at an early date.

The Sia Indians are in straightened circumstances, owing to scarcity of water. For the past few years their crops have been very light on this account. I see no remedy for the present lack of water except through a pumping plant, which, if feasible, could be installed at small expense, as I am confident the Indians would be willing to contribute the labor necessary in the digging of the wells and construction of the ditches.

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At Santa Clara there is a tract of land, lying in a general direction north and east of the Santa Clara River, between this river and the land owned by the Mexicans in the settlement of Gauchapange, which is, I should estimate, some four or five hundred acres in extent. This tract of land has a general slope toward the Rio Grande from the foot-hills. The present surface flow of the Santa Clara River is used in the Mexican ditches of the Gauchapange settlers, and in the ditches of the Santa Clara Indians for tracts of land on the other side of the river. A few small patches of land in the tract I have mentioned are irrigated from the surface flow of the Santa Clara River. I believe a pumping plant, similar to that at San Ildefonso, would be feasible, which could be located in the bed of the Santa Clara River at a point above this tract. An investigation to determine the underflow of the Santa Clara River and the feasibility of such a pumping plant is necessary, and should be made in the near future. The tract of land, which might be put under irrigation by such a pumping plant, is admirably situated, and would be a most desirable addition to the agricultural acreage of the Santa Clara Indians.

Both this project and the prospective pumping plant at Sia are small irrigating matters, and in my opinion could be handled at decided advantage under the immediate supervision of the superintendent rather than under the present conduct of such irrigation matters by the Irrigation Service.

I would respectfully recommend that specific recommendations be made to Congress for an appropriation to start the construction of a storage reservoir on the Taos River. Preliminary surveys and reports on the estimated cost of such a reservoir have been made by the Irrigation Service, and I believe the matter is now under consideration by the Office. I am of the opinion that, unless the government builds this reservoir and the protection of the rights of the Taos Indians in the waters impounded thus insured, this project will be undertaken by private capital to the prejudice of the interests of the Indians.

Respectfully submitted,

H F Hagenbuch

Superintendent.

HFC(C)

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SANTA FE.

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1914

RETURN TO STATISTICS (A. H.)

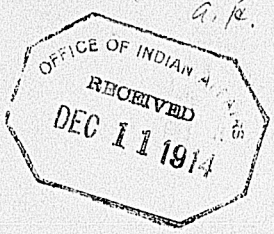
DEPARTMENT OF THE INTERIOR

Statistics.
A H

UNITED STATES INDIAN SERVICE Dec. 5, 1914

Indian Industrial School and Agency,
Santa Fe, New Mexico.

Rec'd Dec 11, 14
A. P.



Circular No. 845.
Annual Report, 1914.

Honorable Cato Sells,
The Commissioner of Indian Affairs,
Washington, D. C.

S i r :-

I have the honor to transmit herewith the Annual Report of the Santa Fe Indian Industrial School and Agency for the period July 1, 1913, to June 30, 1914.

In my Annual Report for the fiscal year 1913, and in special reports and communications during the fiscal year 1914, in the expositions made of existing conditions in the pueblos and of present problems in the conservation and administration of Pueblo resources I have emphasized the need of legislative and administrative action which will substitute the individual for the community interests among the Pueblo Indians.

The community life of the pueblos must be broken up before freedom of thought and action by the individual Indians can be expressed, and this can only be accomplished by the allotment in severalty to the Pueblo Indians to the lands now held and administered by them as communities. Allotment in severalty of Pueblo lands is the only satisfactory solution to the problems of existing conditions.

Estat

The surveys of the exterior boundaries of the Pueblo lands, together with surveys-out of lands adversely claimed within the boundaries of the Pueblo land grants, which were instituted last spring and are now being made, is the first step which of necessity must be taken in order that allotment in severalty may follow. These surveys should be the basis of suits in the Federal Court to quiet title on the Pueblo grants. As soon as the survey of a Pueblo grant is completed and the maps and plats prepared, suit to quiet title should be at once instituted in order that there should be no more delay than is necessary in securing the decree of the court, of which decrees these surveys will be a part, as to just what land within the exterior boundaries of Pueblo grants is still Indian land. When a suit has been brought

to a termination and the decree of the court secured, allotment in severalty can follow with proper authority of Congress.

I desire therefore, to direct your attention to the necessity of the following procedure.

First :

That surveys which are now under way should be continued with all possible expedition.

Second :

That as soon as the survey of a Pueblo grant is completed and maps and plats prepared, a suit be instituted in the Federal Court to quiet title on such Pueblo land.

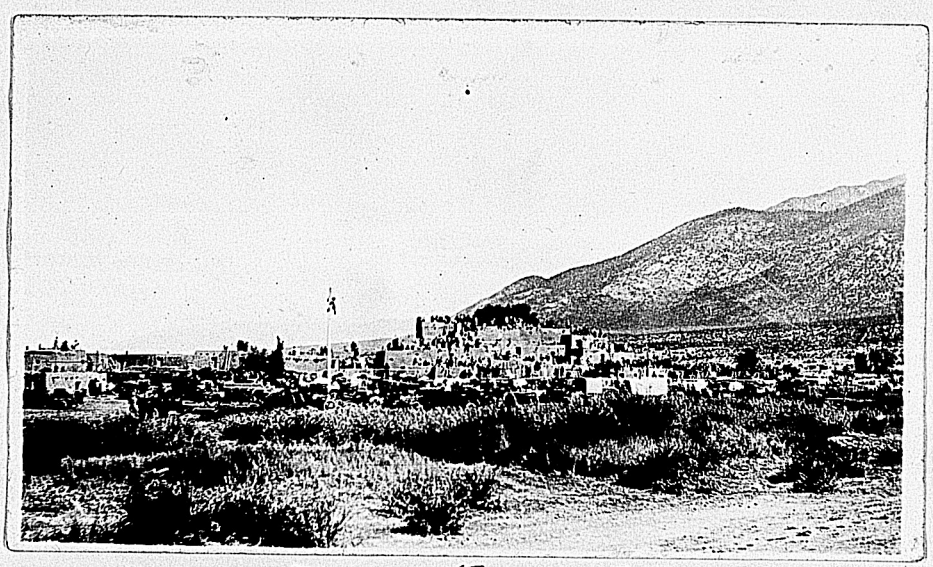
I would further invite your attention to the necessity for Congressional legislation, recommended in detail in previous communications :

To provide for the trusteeship of Pueblo Indian lands, which will place the lands of the Pueblo Indians under the control and administration of the Secretary of the Interior.

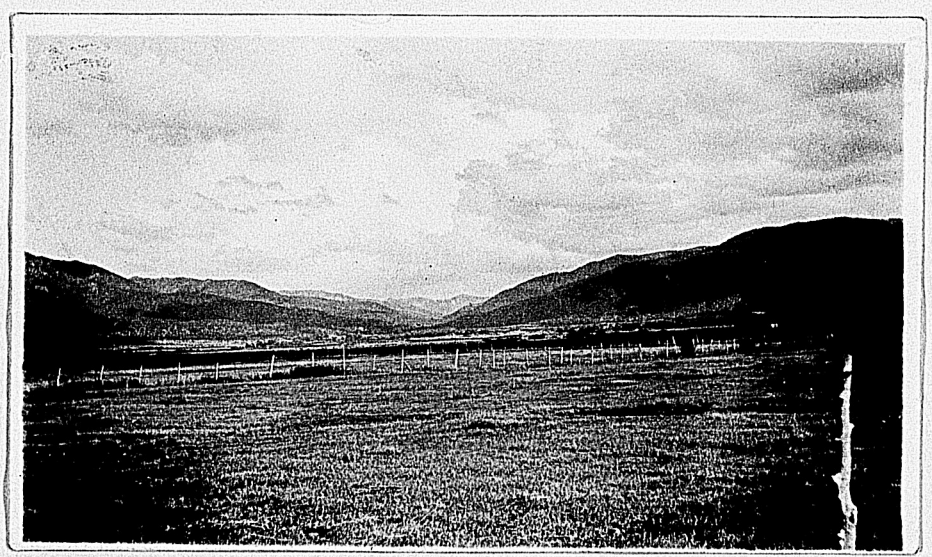
Respectfully submitted,

H F C Hagerman

HFC(JAM) Superintendent.



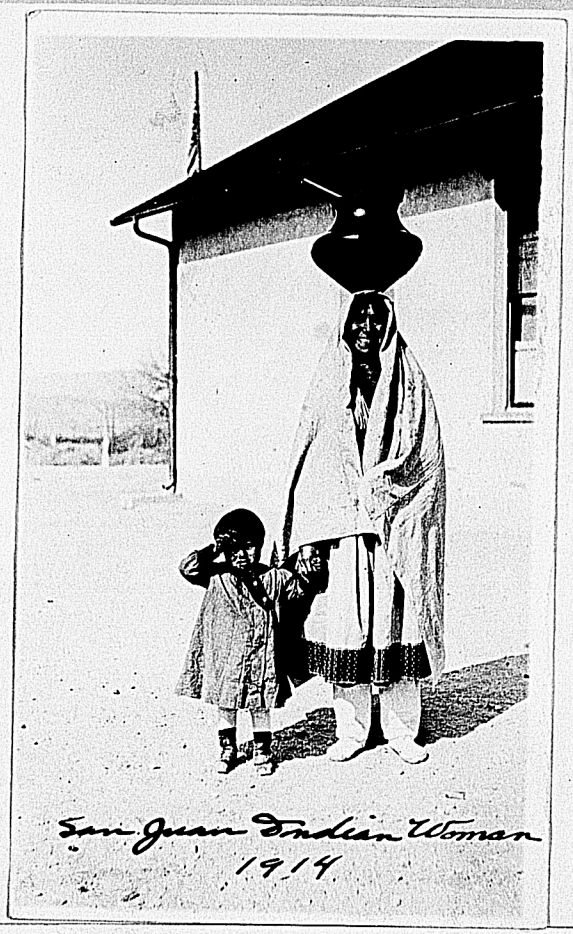
Taos Pueblo
1913



Taos Pueblo Community Pasture
1913

Dance
Cochiti Pueblo Fiesta
1913

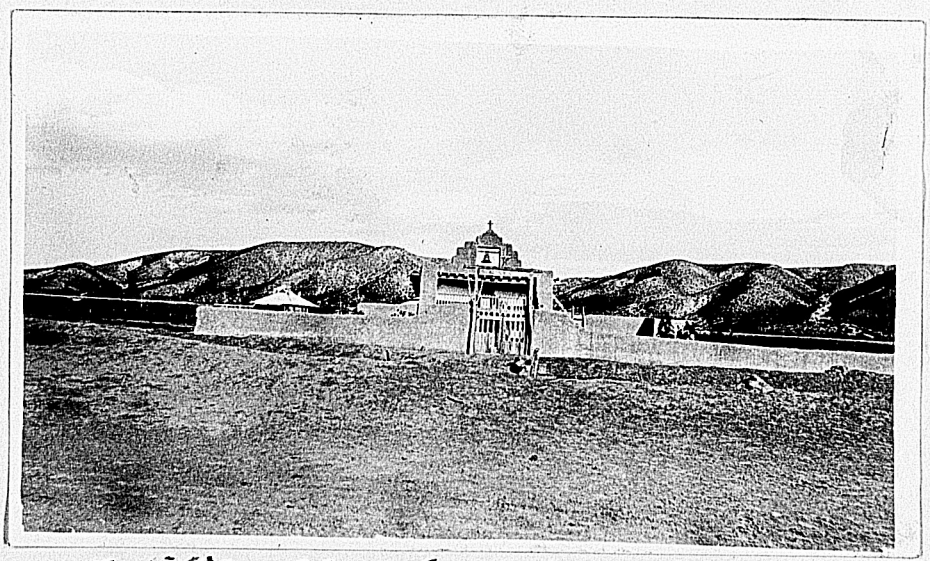
Dance
Cochiti Pueblo Fiesta
1913



San Juan Indian Woman
1914

Dance at Cochiti Pueblo
Cochiti Fiesta
1913

Indian Home — Santo Domingo
1914



Mission Church — Santo Domingo
1914

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and Agency.

NARRATIVE

Section 1 - Law and Order

The decision of the Supreme Court of the United States, October 20, 1914, which reversed Judge Pope in the Sandoval Case, permitted the resumption of the work for the suppression of the liquor traffic among the Pueblo Indians, and the prosecutions instituted during the past year for introduction of liquor upon Pueblo lands and for furnishing liquor to Pueblo Indians, have brought about a marked decrease of drunkenness in the Pueblos.

Reference is made to my report of February 7, 1914, E-L&O, 136513-13, F H D, Liquor Operations, which takes up in detail the work done at Jemez Pueblo for the suppression of the liquor traffic during the Jemez fiesta, 1913, and which also sets out the general work that is being done for the suppression of the liquor traffic among the pueblos of the Santa Fe District and the situation at each of the eleven pueblos under this Agency with regard to the liquor traffic.

The work for the suppression of the liquor traffic has been carried on by the Indian deputies stationed at San Juan, Santa Clara, and Taos, who have been under the immediate supervision of Deputy Special Officer C.F. Lambert. Aside from keeping in close touch with the Indian deputies, by frequent visits to the pueblos where there are no deputies and to territory adjacent to pueblo villages where liquor may be obtained, Mr. Lambert has done very effective work which is evident to one familiar with the extensive use of liquor by the Pueblo Indians in former years.

The four Agency farmers and the Agency physician at Jemez are commissioned as deputy special officers without pay and these employees have been of material assistance in the elimination of liquor from the respective pueblos where they are stationed.

The factional division of the San Juan Indians has become very marked during the past year. The matter of the suppression of the liquor traffic at San Juan is fundamentally responsible for the factional strife among the Indians of this pueblo. The malcontents, constituting the lawless drinking element under the leadership of Ramos Archuleta, have consistently opposed the suppression of the liquor traffic at San Juan, and during the past year have tried to coerce Ambrosio Martinez, (the rightful governor of the pueblo), and his followers into a recognition of the rump government irregularly constituted by

Ramos Archuleta, by the prosecution of Ambrosio Martinez and his followers in the Justice of the Peace Courts for their refusal to recognize the authority of the mayordomo of the pueblo ditches, who was set up as such official through the machinations of Ramos Archuleta. Reference is made to my report of May 18, 1914, in Re : Injunction Proceedings, San Juan Pueblo; my report of June 10, 1914, in Re : Petition of Ambrosio Martinez, San Juan Pueblo; and my report of June 15, 1914, confirming certain telegrams in Re : Appointment of Indian Judges, in which several reports the causes and developments of the factional strife at San Juan are taken up and discussed in detail, and recommendations for administrative action made in the premises.

In my report of February 5th, above referred to, Courts of Indian Offenses for the pueblos under this Agency were recommended as an urgent necessity. After an extended telegraphic correspondence these courts were authorized June 2, 1914. Reference is made to my report of November 25, 1914, E-L&O, 129683-13, which answers in detail protests against and criticisms of these Courts of Indian Offenses. The jurisdiction of these courts has not been invoked at the advice of the United States Attorney, as the question of their jurisdiction is involved in the habeas corpus proceedings reported in detail in my communications of May 18th and June 15th, above referred to.

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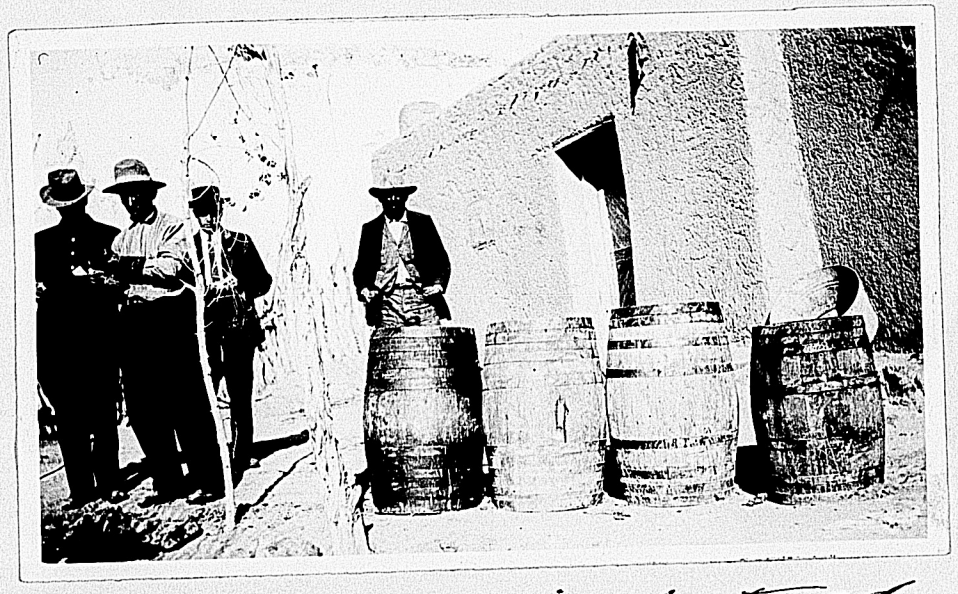
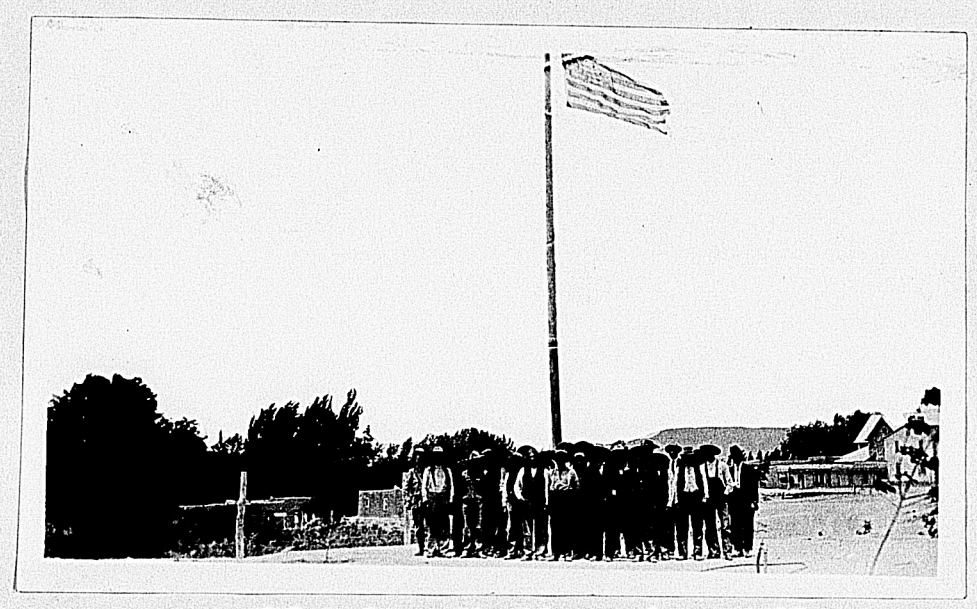


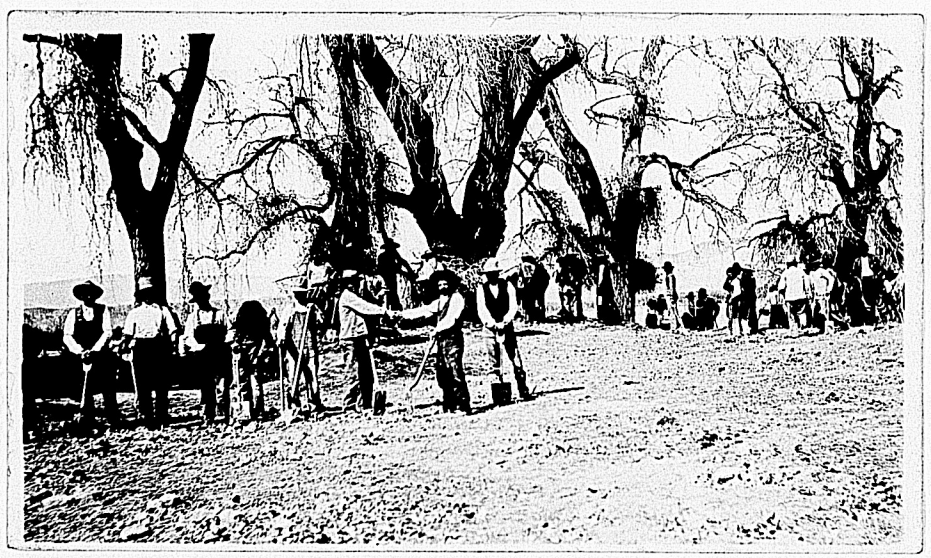
Sons of native Wine Destroyed at Jemez Pueblo during the fiesta of 1913



Inauguration Court of Indian Affairs
San Juan 1914

Clearing Pueblo Irrigation Ditches
San Juan
1913

Cleaning Pueblo Irrigation Ditches
San Juan
1913



Cleaning Pueblo Irrigation Ditches
San Juan
1913

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Santa Fe School
and Agency.

NARRATIVE

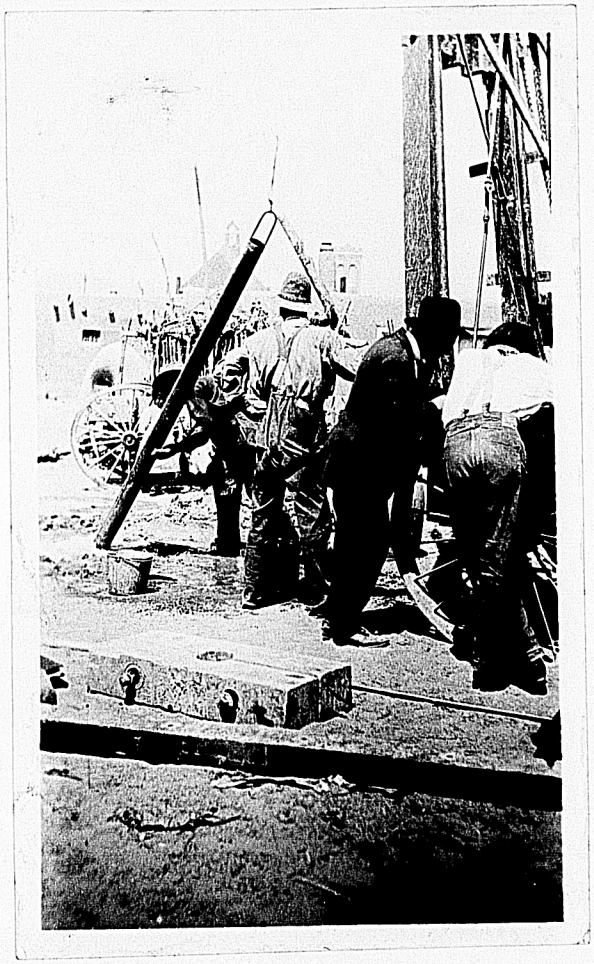
Section 2 - Health

The most important sanitary measure ever undertaken in the pueblos is the drilled wells, recommended in my Annual Reports for 1912 and 1913, and in other communications, which were authorized during the past year. Wells, during the period covered by this report, have been sucessfully drilled at San Juan, Santa Clara, and San Ildefonso. As fast as completed the wells are equipped with hand pumps and capped with a cement platform which insures permanency. These wells provide a sanitary supply of water for domestic use by the Indians, which has been so urgently needed as a safe guard against very probable epidemics of disease carried by polluted sources of drinking water.

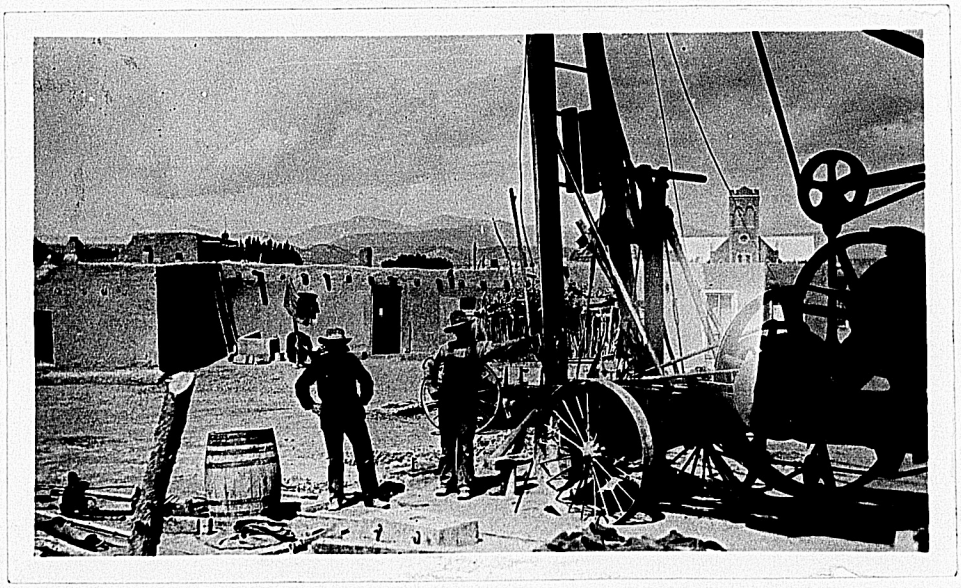
The work of the doctors and field matrons is greatly handicapped by the practice of medicine-men and witchcraft in the pueblos, particularly at Jemez and Santo Domingo. This situation can be met satisfactory through the Courts of Indian Offenses, as taken up in detail in my report of June 15, 1914, confirming telegrams in Re : Appointment of Indian Judges and reporting specific conditions which prompted request for immediate action, beginning page 17, under the heading "Jemez".

The authority conferred by recent Congressional legislation for quarantine and isolation of contagious and infectious diseases, Circular No. 894, is greatly needed in carrying out necessary provisions to prevent the spread of disease in the pueblos. It is altogether improbable that under existing conditions in the pueblos any successful quarantine measure can be carried out without force in the first few instances at least, where quarantine provisions are applied.

Funds were not available during the past year to provide sanitary closets for the day schools at Sia, San Ildefonso, San Juan, and Picuris. The present closets at these schools are in disrepair and should be replaced by closets similar to those at Cochiti with the new school plant. If there are not sufficient funds for closets of this type, which are attached to the water system of the school, then well constructed, screened, dry earth closets should be placed at these schools mentioned above. The present closets at these schools are unsightly and insanitary.



Drilling
Pueblo
Wells
at
San Juan
1914



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Santa Fe School
and Agency.

NARRATIVE

Section 3 - Schools

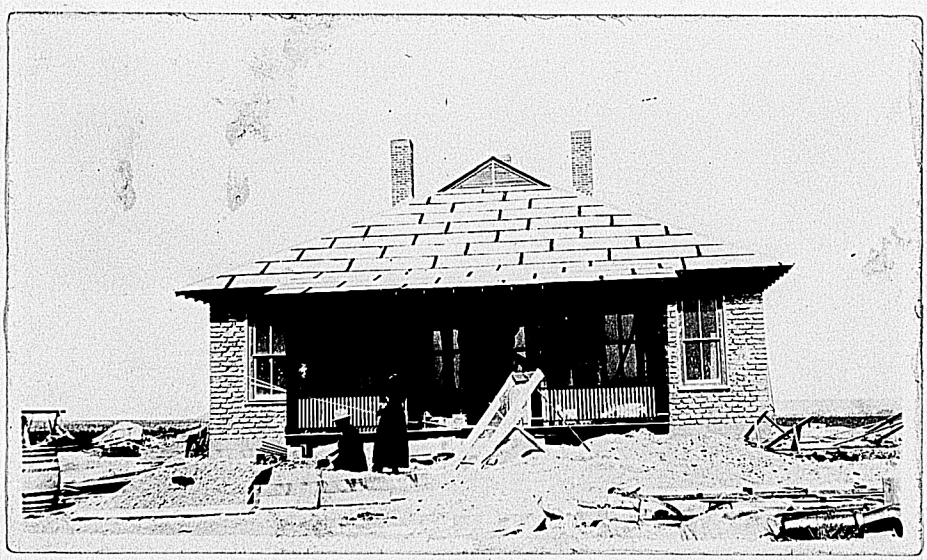
Day schools.

During the past year the new day school plants at Cochiti and Santo Domingo were opened. Due to the delay in authorizing the drilled wells for the day schools and pueblos water was not available at these school plants, and the new school plant at Santa Clara. The contract for drilling the wells for the new day schools and pueblos was let April 27th, and the three new day school plants will be completely equipped with wells and water systems at the opening of the school year in September.

Excellent work has been done in the day schools during the past year and the addition of these new day school plants will greatly enhance and broaden the value of the day school work. On recommendations of this office, showing a steady decrease in school attendance at Nambe and an average attendance of but eight and fifty-two hundredths (8.52) for the year 1913, the Nambe day school was abolished.

Needed repairs at the San Ildefonso, San Juan, and Taos day schools could not be made during the past year on account of lack of available funds. These repairs, which include outside plastering and painting of the schools and quarters, the replacing of entrance porches and the erection of sanitary toilets to replace the present insanitary and unsightly ones, should be done during the coming year.

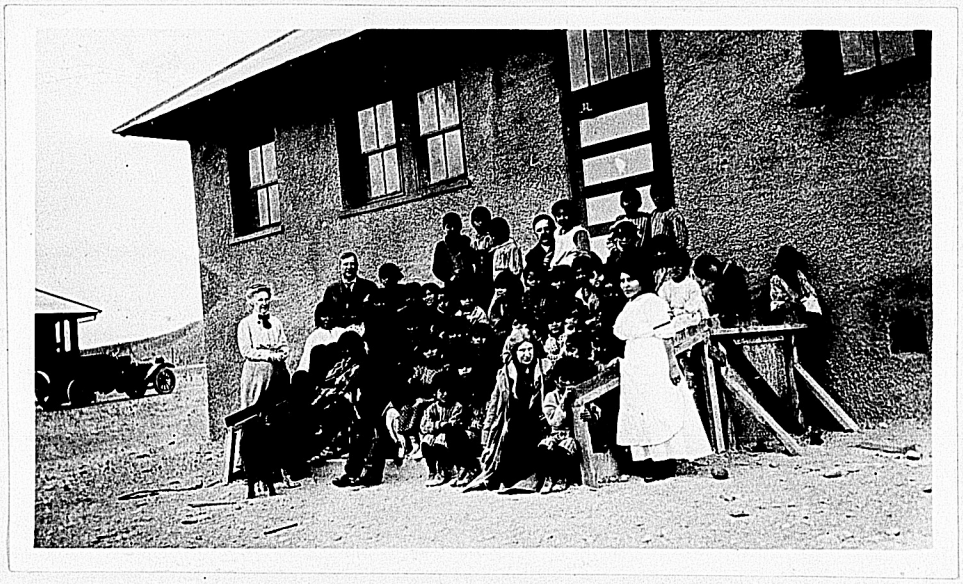
Santa Clara Day School Plant
during construction
1913



Santa Clara Day School Quarters
during construction
1913

Domingo Day School
1914

Domingo Day School Quarters
1914



Domingo Day School
1914

San Juan Day School
1913

Boarding school.

The State and County authorities recoginze the Indian schools as an important factor in the education of the Pueblo children as future citizens. A friendly relationship exists between the public schools of the state and the Indian schools, the state course of study being followed in the Indian schools so far as it seems adaptable to our needs.

The State Educational Association met at Albuquerque in November, 1913, and the teachers of the boarding school, as well as most of the teachers from the day schools, attended and derived much benefit from the general meetings as well as from the discussions and talks in the Indian school section.

There are day schools at all the pueblos under this jurisdiction, except Nambe and Tesuque. The children from these two pueblos attend either the Santa Fe Boarding School or St. Catherine's Indian School at Santa Fe. It is the policy to keep all the younger children at the day schools until they reach the age of eleven or twelve years, or have finished the course of study outlined for the day schools, when it is expected that they will be transferred to the boarding school to receive further training in literary and industrial lines.

The course of study in the literary department includes the first eight grades, so that any pupil who graduates from the school is prepared to enter high school if he chooses. Very few pupils, however, finish the course of study, as most of the Pueblo children remain usually from three to five years at the boarding school and do not often get above the fifth or seventh grade when they leave school.

Special attention is given to instruction in manual and industrial training. Those in charge of the industrial departments devote about twenty minutes a day to their classes in instruction along their special lines, the rest of the time being taken up either in individual instruction or productive work. The boys in the carpenter shop have made many beautiful and useful pieces of hardwood furniture for the school during the year, besides keeping up repairs at the school and considerable new building and improvements.

The boys in the blacksmith shop have received excellent instruction in their trade, and some have shown much interest and have expressed a desire to possess sets of blacksmith tools in order to do horse shoeing and repair work at their own pueblos.

A number of boys have received instrcution and practical experience in engineering and plumbing. Some have become quite efficient in steam pipe fitting and repairs to the electric lighting system.

Special emphasis has been placed on instruction in farming, gardening and dairying. The school garden and orchard have served as models for the pupils and visiting Indians, and a great quantity of vegetables and fruits were produced during the year. The garden has kept the pupils' tables supplied with sufficient vegetables for practically the entire year, tons of cabbages and root vegetables being stored away for the winter and spring months.

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The girls have received training in all the domestic lines. The housekeeping cottage has accommodations for ten girls who remain for two months, when a new set of girls take their places. Here the girls are made to feel at home and to be as one family. They are taught cooking, washing and such kind of housekeeping as one usually finds in good homes. Besides the regular meals for the girls a dinner was prepared each day and six pupils from the school invited to it.

The girls in the sewing room and laundry have had excellent training and experience in their lines of work.

A new addition to the girls' dormitory, which is under construction, will be completed soon and will furnish ample accommodations, with the present building, for one hundred and fifty girls. The boys' building will accommodate two hundred and twenty-five pupils.

A new dairy barn is needed and an appropriation of $4,000. has been made for this building, and it is expected that a suitable barn will soon be built with this money.

A gymnasium and assembly hall is another need of this school and it is hoped that this matter may be presented to Congress with a view of obtaining an appropriation for a suitable building.

With the buildings mentioned above, with the present school plant, this would be a very complete and well equipped school.

Until some way is found to obtain more irrigation

water for the school farm and garden, the acreage now in cultivation cannot be increased.

The employees of this school are especially well provided with quarters. A general sitting room in the Employees Building is furnished very invitingly with furniture mostly made in the carpenter shop by the boys, and the room is much appreciated by the employees as evidenced by the use made of it by them. There are six cottages for families.

Unfortunately there have been very few graduates from the school, most of the pupils remaining for a period not longer than five years. There was one graduate this year, a Picuris Pueblo boy, who expects to take a high school course with a view of preparing himself to teach in this state.

Practically all the children of school age in all the pueblos, except that of Santo Domingo, are in school.

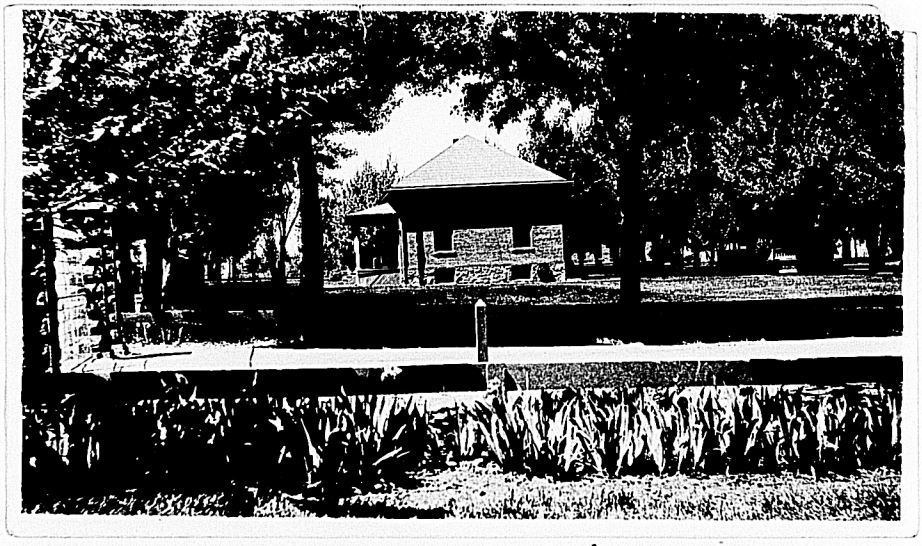
The school employees on the whole have been efficient and loyal and have worked together harmoniously. As previously stated, there is a friendly feeling existing between the Indian school and the public school authorities and much interest is shown on the part of the public schools in the work being done at the Indian school.

The pupils derive much pleasure from the play ground apparatus that has been installed and constant use is made of it when the pupils are free from work and study.

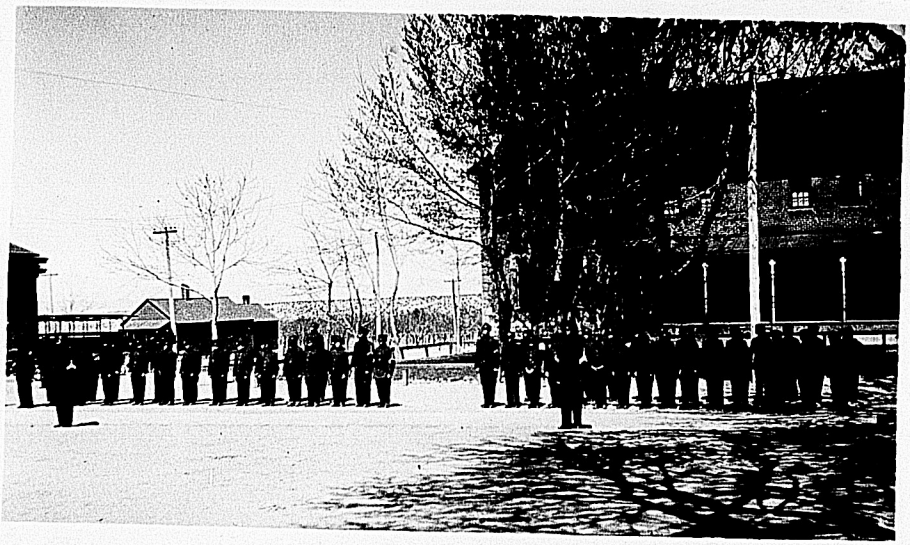
Systematic supervision is given to group games and play ground activities, four teachers having this work in their charge.

The total expenditures for all purposes during the fiscal year 1914, for this school were practically the same as those for the preceding year, the appropriation being for the support of three hundred pupils in each case.

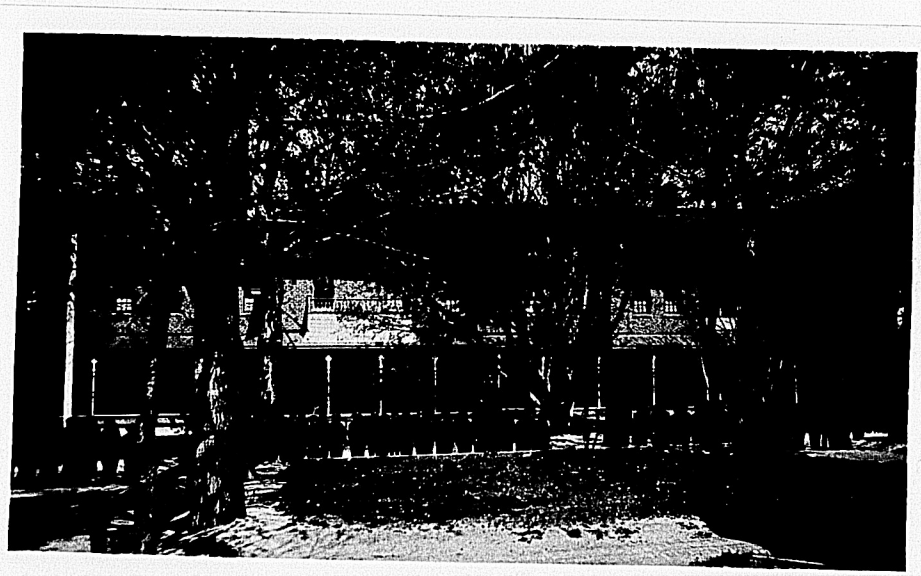
Administration Building
Santa Fe Industrial School
1913



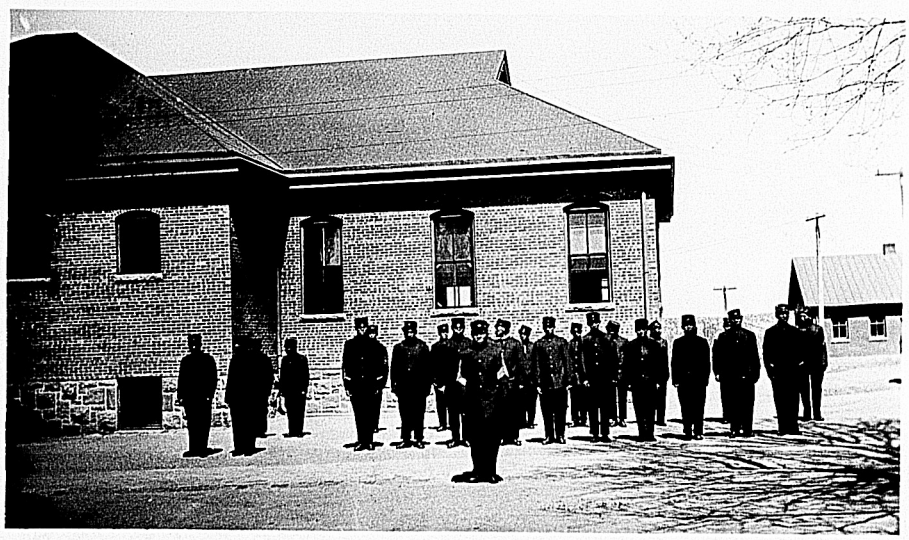
Administration Building
Santa Fe Industrial School
1914



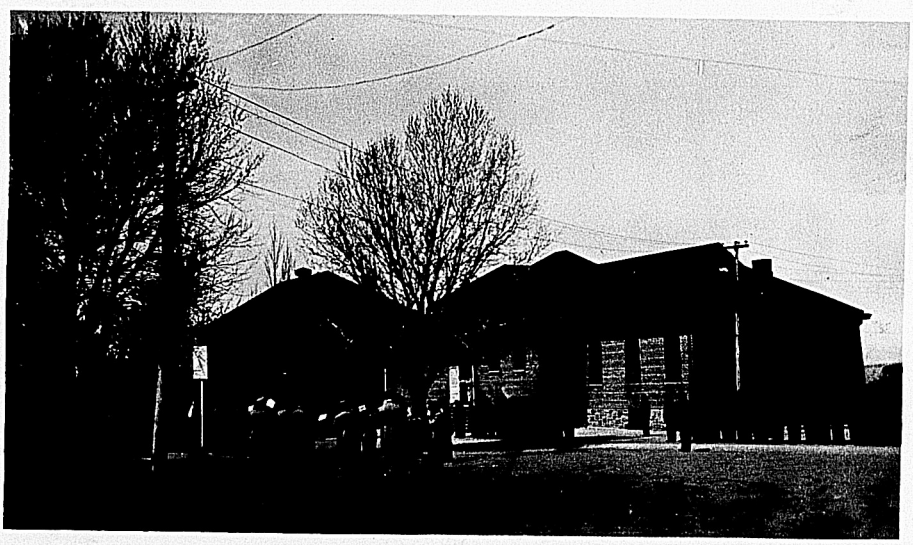
Inspection
Santa Fe Industrial School
1914



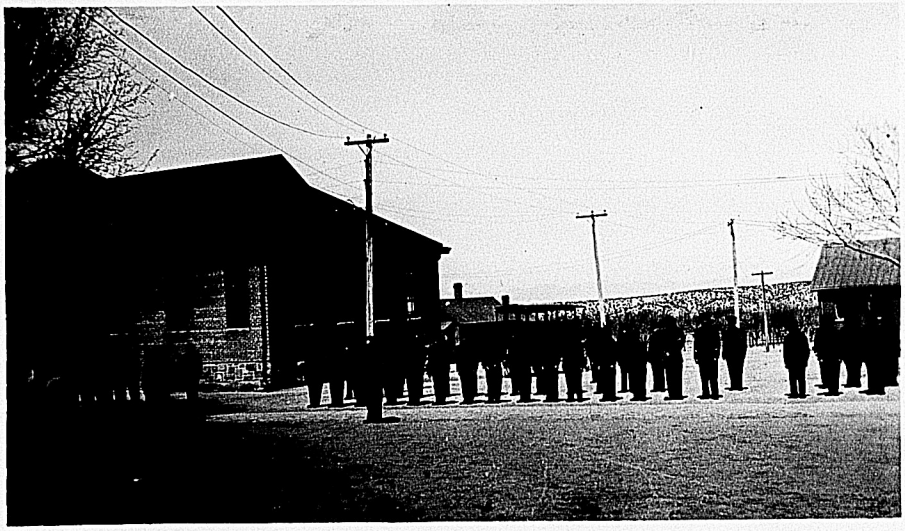
Inspection
Santa Fe Industrial School
1914



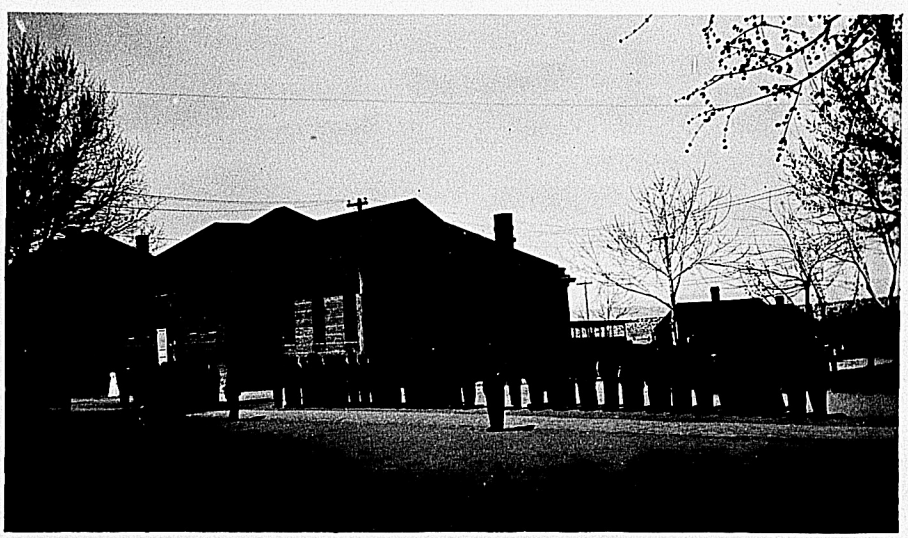
Inspection
Santa Fe Industrial School
1914



Inspection
Santa Fe Industrial School
1914



Inspection
Santa Fe Industrial School



Inspection
Santa Fe Industrial School
1914

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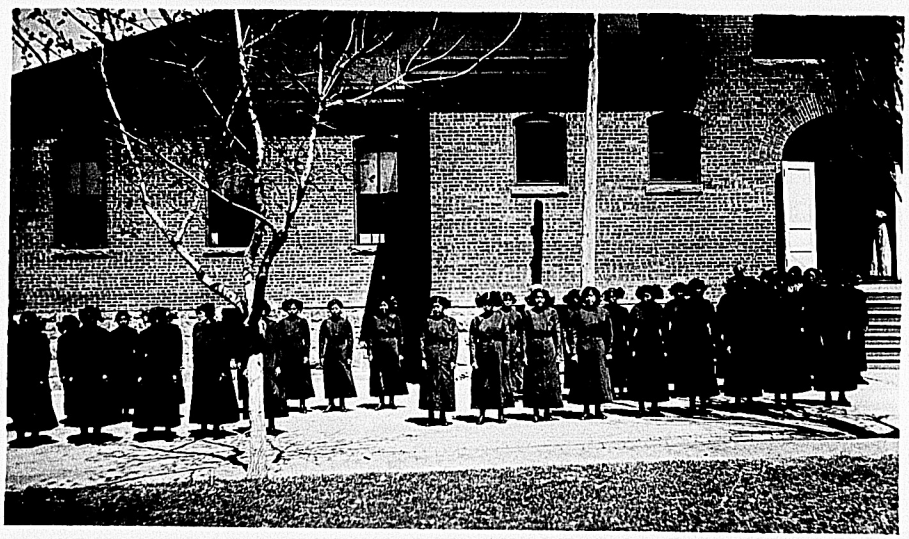
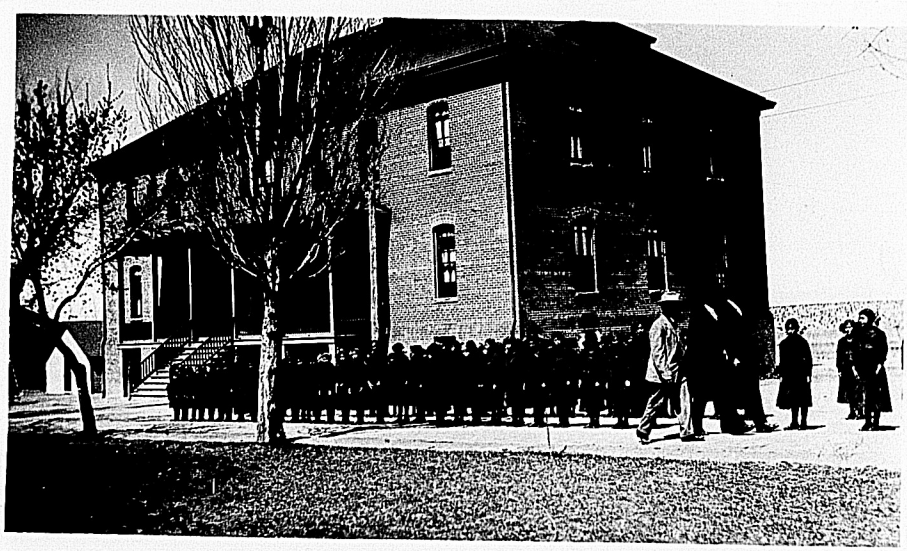


Inspection
Santa Fe Industrial School
1914



Inspection
Santa Fe Industrial School
1914

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1 9 1 4

Santa Fe School
and Agency.

NARRATIVE

Section 4 - Industry

The work of the farmers stationed at Jemez and Santa Clara has been very satisfactory. The threshing outfits, which were received in time for the 1913 harvesting, were the first used in the Santa Fe Pueblos, and have proved to be of as great benefit to the Indians as was expected. One outfit was placed at Jemez and the other at Santa Clara. Five thousand bushels of wheat were threshed at Jemez and four thousand bushels of wheat and oats were threshed at Santa Clara and San Juan during the harvesting season of 1913.

At Jemez, under the direction of the farmer, Mr. McDonald, the Indians have learned to operate the gasoline engine and threshing machine, and during the harvest season of 1914 will operate the threshing outfit themselves, with only the nominal supervision of the farmer. The Jemez Indians are willing to pay for the fuel and maintenance of the threshing outfit in their pueblo, and did so during the 1913 harvesting.

The small acreage which was planted at Jemez and Santa Clara to kaffir corn, milo maize, and feterita yielded good crops. It is not expected, however, that these crops will supplant the corn, wheat, and chili now grown by the Indians, as they will not do well on unirrigated land, due to the lack of rain fall, and the Indians will not substitute them for their staples of corn and wheat, on which they depend for subsistence and which have a ready market.

Last year at Santa Clara about three acres of Yellow Dent and Swadley field corn were planted for experimental purposes. This corn did very well and during the spring of 1914 nearly twenty acres of these varieties, together with Hickory King field corn, were planted at Santa Clara, which is nearly seven times the acreage of new corn planted at Santa Clara in 1913.

The grain drills, riding plows, cultivators, harrows, and steel beam walking plows, with which the farmers stationed at Jemez and Santa Clara were equipped last year, have proved of incalculable benefit in teaching the Indians the advantage of deep and frequent cultivation. Under the instruction of the farmers the Indians of Jemez and Santa Clara have learned how to use these implements and the knowledge which the Indians have gained in this way of modern methods of cultivation and farming

has led many of them to purchase implements of similar make for their own under the reimbursable plan.

During 1913 approximately eighty-five acres, and during 1914 approximately sixty-three acres were planted in alfalfa at Santa Clara with the seed purchased by the government for issuance to the Santa Clara Indians to enable them to replace their alfalfa acreage, which was destroyed by the floods some four years ago. All of this alfalfa was planted under the immediate direction and supervision of the farmer and the results have been that good stands have been secured. All of the Santa Clara Indians who would evidence interest and a desire to secure an alfalfa acreage, in the necessary preparation of their lands and the subsequent care and irrigation of the alfalfa after planted, have benefited through the issue and planting of this alfalfa seed under the direction of the farmer.

A small acreage of winter wheat was planted in the fall of 1913 for experimental purposes at Santa Clara and Jemez. The prospects are very promising for an excellent yield of this wheat. It is expected the yield will be from thirty-five to forty bushels per acre as contrasted with fifteen to twenty bushels per acre which is the average yield of spring wheat in the pueblos.

Thirty-eight Indian pony mares were bred by the grade Percheron stallion stationed at Santa Clara, and forty-five Indian pony mares were bred by the grade Percheron stallion stationed at Jemez during the 1913 season. Twelve living colts were dropped by the mares bred at Santa Clara and ten colts were secured from the mares bred at Jemez. It is believed that from the experience gained by the farmers during the 1913 season, by the elimination of mares known to be sterile and mares too old for service, a better percentage of colts will be secured from the 1914 breeding.

The farmer at Jemez reports, that due to extensive fall plowing and early spring sowing, at his urgent solicitation, there will be a considerable increase in the wheat and corn productions for the 1914 season from the same acreage planted in 1913.

The experiments which have been tried at Santa Clara and other pueblos with Irish potatoes have not proved a success. For some reason which has not been determined, potatoes cannot be grown in the Rio Grande and other river valleys in this locality. We have, however, raised very good potatoes on the Santa Clara Reservation and the seed planted this spring, at the Forest Guard's cabin in the Santa Clara Canyon, promises to be a good crop.

Annual Report
Industry - 3

Santa Fe School
and Agency.

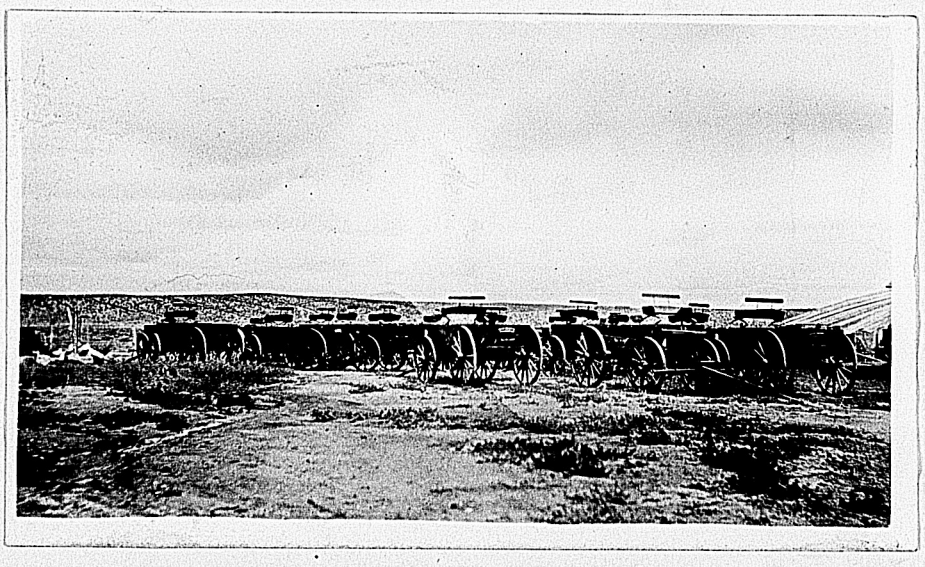
The lack of equipment for the two new farmers, who reported for duty last winter, has handicapped their efficiency and has made it impossible for them to accomplish what could have been done by them with this equipment during the planting season of the present year.

Reference is made to my report of May 14, 1914, Ed.-Ind., T B B, Circular No. 839, requesting purchase equipment Agency farmers. The purchase requested was for threshing outfits and agricultural implements similar to those purchased and placed at Jemez and Santa Clara for the other two farmers. It is impossible for farmers stationed in the pueblos to do effective work without an equipment of this sort. The use of modern agricultural implements by the Indians under the directions of the farmers gives the Indians a practical demonstration of the value of modern methods of cultivation and farming, which can be accomplished in no other way. Two new teams have been purchased for the use of these new farmers, together with harness, farm wagons, and spring wagons. Spring wagons have also been purchased for the other two farmers, which are a necessary addition to their transportation equipment.

Range bred Percheron stallions and Hereford bulls were requested to be placed at the different pueblos to improve their horses and stock cattle. There was no apportionment of funds made this Agency for such purchases, and although the desirability of up breeding the Indian stock was urged, no apportionment of funds were made, and neither the bulls nor the stallions needed could be purchased during the past year.

The equipment requested in my report of May 14th, above mentioned, should be purchased at the earliest date possible during the fiscal year 1914, so that it will be on hand and ready for use by the farmers for early spring work. As many bulls and stallions to the number of twelve stallions and twenty bulls should be purchased during the fiscal year 1915, and placed at the several pueblos, as the breeding up of Indian stock from the present small ponies to sizable work animals and improvement of their cattle, is considered to be of the first importance in the improvement of their material resources. One of the new farmers has been stationed at Cochiti and the other farmer who has been temporarily at San Juan is to be permanently located at Taos.

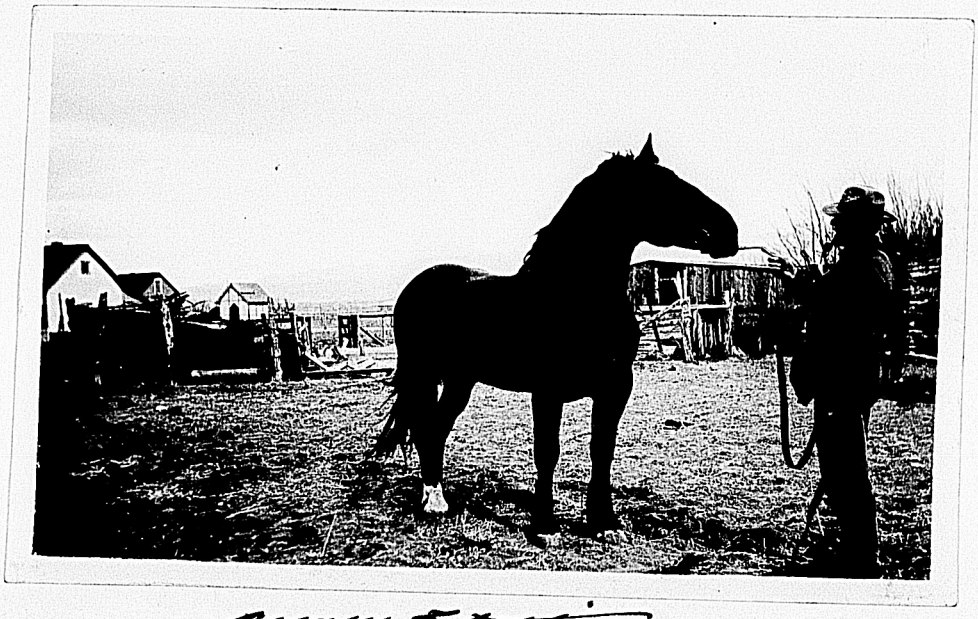
Each year the Indians are realizing to a greater extent the opportunity afforded them of securing needed agricultural equipment through the reimbursable plan. Ten thousand dollars have been apportioned this Agency and an additional five thousand dollars could, in my opinion, be used to good advantage during the coming year.



Rumbureable Wagons
Santa Fe Agency
1914

Rimbursable Cattle
1913
Santa Clara Reservation

Agency Stallion
Grade Percheron
1913



Agency Stallion
"Teddy"
Grade Percheron
1913

Agency Stallion
"Teddy"
Grade Percheron
1913

Threshing
Jemez Pueblo
1913

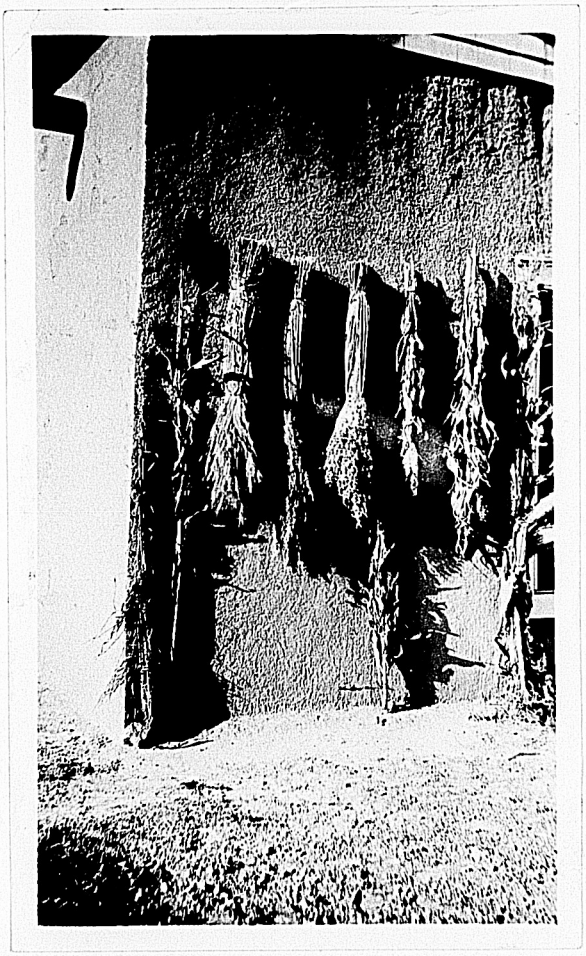
Threshing
Domingo Pueblo
1914

Jemez Pueblo
1913

Santo Domingo Pueblo
1914

Santo Domingo
1914

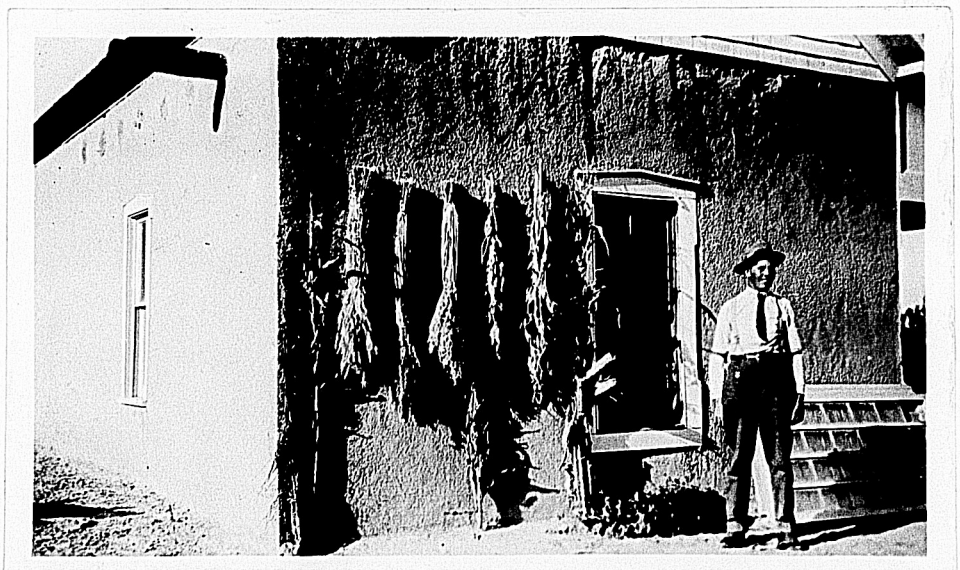
Jamaica
1913



Wheat
Oats
Corn
Feterita
Millet
etc

Santa Clara
Farmers
Station

1913



Annual Report
1 9 1 4

Santa Fe School
and Agency.

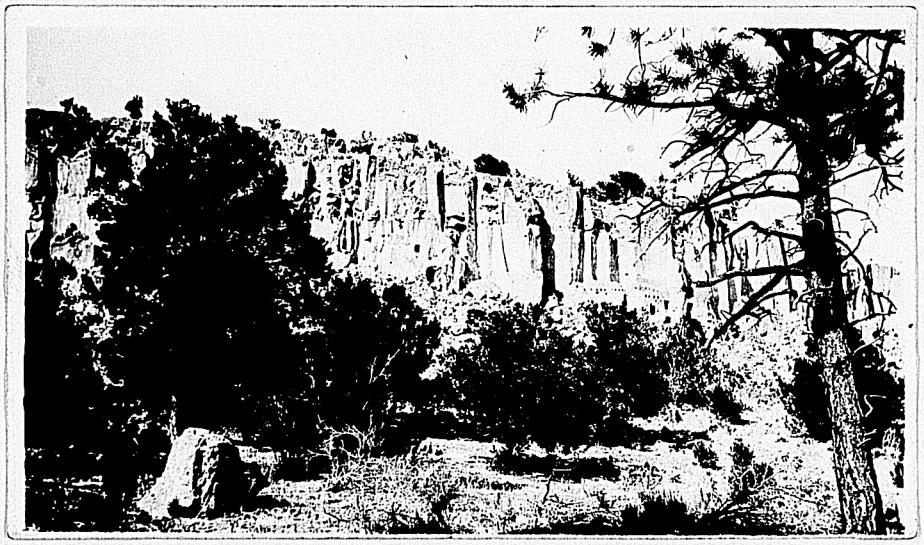
NARRATIVE

Section 5 - Field Forestry

In view of the improbability of action being taken to set aside Executive Order Reservation for the several pueblos, recommended in my report of March 16, 1912, recommendation has been submitted by this office that the timber on the Santa Clara Executive Order Reservation be advertised and sold in conjunction with the timber on the Shoestring grant, to which the Santa Clara Indians have given their consent in writing. It is believed that bidders can be found for this timber, and it further believed that this timber should be marketed without delay for reasons set out in former communications.

The completion of the Forest Guard's cabin on the Santa Clara Reservation, which provides suitable and habitable headquarters for the Forest Guard, will permit a much more efficient supervision of the reservation than has ever been possible before.

The survey of the exterior boundaries of the Santa Clara Executive Order Reservation, by the General Land Office party now surveying the pueblos, will greatly facilitate our work in the prevention of trespass on the reservation. This survey will plainly and permanently establish the boundaries of the reservation, which have never been accurately known. It is proposed during the coming year to connect the Forest Guard's cabin by a telephone line with the Ranger's cabin in the adjoining forest reserve, and to make trails where needed to make the heaviest timber tracts mose accessible for fire fighting. Both the telephone connection and these trails are necessary for the proper protection of the timber on the reservation from fires.



Puye Cliff Dwellings – Santa Clara Reservation
1913

Forest Guard's Cabin During Construction
Santa Clara Reservation
1913

Annual Report
1 9 1 4

Santa Fe School
and Agency.

NARRATIVE

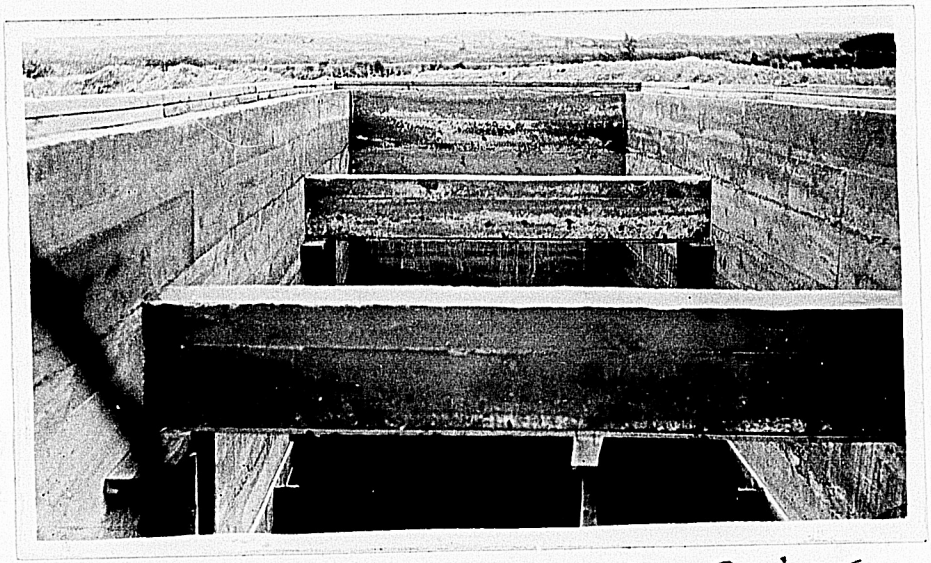
Section 6 - Field Irrigation

The irrigation done under the direction of the Superintendent of Irrigation, Robinson, in the bed of the Pojuaque River to develop water for the San Ildefonso Indians has resulted in a small flow. It is believed that the supply which has thus far been secured will not irrigate over one hundred acres of land, if it is sufficient for that acreage. Reference is made to this section of my Annual Report for 1913, which takes up in detail this work at San Ildefonso and sets out in detail my recommendations with respect to the work of the Irrigation Service in the Santa Fe District.

Although repeated requests have been made by this office of Superintendent Robinson to start the work of developing water supply for irrigation purposes at Sia and Santa Clara, nothing has been done. I am confident that with the expenditure of a comparatively small amount of money at least six hundred acres could be put under cultivation by pumping plants at Santa Clara in the Santa Clara River, and at Sia in the Jemez River.

It would appear that under the present arrangement for irrigation improvements in the pueblos there is little prospect of interesting Superintendent Robinson sufficient in these small projects to have this work done. Nothing has been done by the Irrigation Service among the Santa Fe pueblos during the last year to my knowledge, except the small water development at San Ildefonso, above mentioned.

Respectfully submitted.



San Alfonso Irrigation Project
1914

Outlet
San Alfonso Irrigation Project
1914

1575

SANTA FE.
108

NARRATIVE

1915

RETURN TO STATISTICS (A. H.)

157

ORIGINAL

Ed. Statistics.

July 1, 1915.

Indian Industrial School,
Santa Fe, New Mexico,

RECEIVED
JUL 19 1915

OFFICE OF INDIAN AFFAIRS
RECEIVED
JUL 19 1915

Circular No. 978
Annual Report, 1915.

The Commissioner of Indian Affairs,
Washington, D. C.

S i r : -

I have the honor to transmit herewith the Annual Report of the Santa Fe Indian Industrial School for the fiscal year ending June 30, 1915.

Inasmuch as the school was segregated from the Pueblo jurisdiction on December 8, 1914, the report herewith deals only with the school. Superintendent P. T. Lonergan of the Pueblo Day Schools will furnish the report for the Pueblo Indians and the day schools. The numerous Pueblos, scattered as they are over so wide a district and demanding so much attention from the Superintendent made it, in my opinion, a very wise step to segregate the work of the non-reservation school at Santa Fe from the jurisdiction of the Pueblos with their day schools, and various other activities.

Very respectfully,

Frederic Snyder.
Superintendent.

FS(RMS)

Annual Report
1 9 1 5.

Santa Fe Indian School.

Narrative

Section II - Health -

The general health conditions at the school during the year have been very good. During the winter there were several cases of pneumonia, two proving fatal. With these exceptions the health of the school was excellent. The school grounds and farm are so situated, with a gentle slope from the buildings toward the river, that the drainage is excellent. The pupils from the Pueblos are singularly free from tuberculosis, but trachoma is prevalent among them. The pupils thus afflicted receive constant care and attention, and good results have followed as a rule.

The school has a contract physician, who makes regular visits to the school and comes at such other times as he may be needed.

Annual Report
1 9 1 5.

Santa Fe Indian School.

Narrative.

Section III - Schools.

The State and County authorities recognize the Indian schools as an important factor in the education of the Pueblo children as future citizens. A friendly relationship exists between the public schools of the state and the Indian schools, the state course of study being followed in the Indian schools so far as it seems adaptable to our needs.

The Pueblo Indians are well provided with school facilities, there being day schools at all the Pueblos except a few where there are not a sufficient number of pupils to warrant a school, and the children of such Pueblos are provided for in this school and in St.Catherins Mission school at Santa Fe.

The course of study in the literary department includes the first eight grades, so that any pupil who graduates from the school is prepared to enter high school if he chooses. Very few pupils, however, finish the course of study, as most of the Pueblo children remain usually from three to five years at the boarding school and do not often get above the sixth or seventh grade when they leave school.

Special attention is given to instruction in manual and industrial training. Those in charge of the industrial departments devote about twenty minutes a day to their classes in instruction along their special lines, the rest of the time being taken up either in individual instruction or productive work. The boys in the carpenter shop have made many beautiful and useful pieces of hardwood furniture for the school during the year, besides keeping up repairs at the school and considerable new building and improvements.

The boys in the blacksmith shop have received good instruction in their line of work and one boy who showed especial interest in the trade earned enough money to buy a set of blacksmith tools, making the first payment of $20.00, under the reimbursable plan. He expects to start a blacksmith shop at his home Pueblo.

A number of the boys have received instruction and practical experience in steam and electrical engineering, and plumbing.

Special emphasis has been placed on instruction in farming, gardening and dairying. The school garden and orchard have served as models for the pupils and visiting Indians, and a great quantity of vegetables and fruits were produced during the year. The garden has kept the pupils' tables supplied with sufficient vegetables for practically the entire year, tons of cabbage and root vegetables being stored away for winter and spring months. All the pupils above the second grade have had regular instruction and lessons in gardening during the spring months, the industrial teacher, in addition to his regular detail of boys, taking a class of boys one hour a day and the Superintendent a class of girls one hour a day during the months of April, May and June. I consider that Indian children should learn as much as possible about gardening, chicken raising etc. while in school.

The boys in the tailor, shoe shop, and bakery have received the usual instruction and training that is generally obtained in such places.

The girls have received training in all the domestic lines. The housekeeping cottage has accommodations for ten girls who remain for two months, when a new set of girls take their places. Here the girls are made to feel at home and to be as one family. They are taught cooking, washing and such kind of housekeeping as one usually finds in good homes. Besides the regular meals for the girls a dinner was prepared each day and six pupils from the school invited to it.

The girls in the sewing room and laundry have had excellent training and experience in their line of work.

An addition to the girls' dormitory was constructed under contract at a cost of $16,228. With this addition, one hundred and fifty girls can now be accommodated at the school. The building is well equipped to meet all conveniences and needs of the pupils.

A fine dairy barn has also been completed. This barn was put up by the school, the materials being purchased in the open market. It is probably the most sanitary and up to date dairy barn in the state and will serve as a good example of the necessity of cleanliness in a dairy barn to all the pupils and visiting Indians.

Concrete piggeries have been built during the year and also new chicken houses and yards built, and it is hoped that with the present conveniences along these lines, good results will follow.

Annual Report Santa Fe Indian School.
Schools------ 3.

A large concrete reservoir 50' X 150' at the bottom and about 6 feet deep has just been completed. This is used for irrigation purposes and its use makes possible a more satisfactory use of the irrigating water supply than has heretofore been the case.

A gymnasium and assembly hall is an urgent need of the school, there being no hall at present large enough to seat the entire school and no suitable place for exercises in the winter time, or for socials. The need of such a building has been set forth in "Advance Estimate of Needs" for the fiscal year 1917.

The employees of this school are especially well provided with quarters. A general sitting room in the Employees Building is furnished very invitingly with furniture mostly made in the carpenter shop by the boys, and the room is much appreciated by the employees as evidenced by the use made of it by them. There are six cottages for families.

Unfortunately there have been very few graduates from the school, most of the pupils remaining for a period not longer than five years. There was one graduate last year, a Picuris Pueblo boy, who is taking a high school course with a view of preparing himself to teach in this state.

Practically all the children of school age in all the pueblos, except that of Santo Domingo, are in school.

The school employees on the whole have been efficient and loyal and have worked together harmoniously. As previously stated, there is a friendly feeling existing between the Indian school and the public school authorities and much interest is shown on the part of the public schools in the work being done at the Indian school.

The pupils derive much pleasure from the play ground apparatus that has been installed and constant use is made of it when the pupils are free from work and study.

Systematic supervision is given to group games and play ground activities, four teachers having this work in their charge.

The total expenditures for all purposes during the fiscal year 1915, for this school were about $8,000 more than those for the preceding year, the appropriation being for the support of three hundred and fifty pupils instead of three hundred pupils, as in former years.

Santa Fe Indian School.

Annual Report
Schools-- --- 4.

In my opinion it will be necessary to continue Government day schools at most of the pueblos for many years, because the Pueblo Indians adhere to their tribal customs and ceremonies more tenaciously than any Indians with whom I have worked, and are quite backward in adopting modern ideas, notwithstanding the fact that they have long been designated as the "Civilized Indians".

Annual Report
1 9 15.

Santa Fe Indian School.

Narrative.
Section IV. - Industries.

Owing to the limited supply of irrigation water, only about 30 acres of the school farm are under cultivation. However by intensive gardening and farming the land is made to produce very large crops of vegetables and fruits, and sufficient vegetables such as cabbage, parsnips, beets, turnips, carrots, rutabagas etc. are raised to last the entire year, using two vegetables twice a day on the pupils tables. During the spring and summer months other vegetables are raised in quantities to supply the pupils' tables with vegetables in season, besides canning a good quantity for winter use.

The orchard has been enlarged and when frosts do not destroy the crop in the spring, large crops of apricots, plums, pears, peaches and apples are raised. There have been five crops of fruit in succession, which, in this altitude, I believe is unusual, on account of the possibility of heavy frosts late in May.

The apricots and peaches are used for canning, after all the fresh fruit is used that is desired.

1583

Santa Fe Indian Industrial School

A Part of the School Garden in August.

The Pupils' Play-grounds.

1582

Santa Fe Indian Industrial School

The School Garden in Early Spring

Fruit Trees in Bloom.

158

SANTA FE.
108

NARRATIVE

1916

RETURN TO STATISTICS (A. H.)

FREDERIC SNYDER, SUPERINTENDENT

DEPARTMENT OF THE INTERIOR
UNITED STATES INDIAN SCHOOL
SANTA FE, NEW MEXICO

RECEIVED
AUG 28 1916

Annual
Report

August 22, 1916

ORIGINAL

OFFICE OF INDIAN AFFAIRS
RECEIVED
AUG 28 1916

Commissioner Of Indian Affairs
Washington, D.C.

Sir;

I have the honor to submit herewith the annual report for the Santa Fe Indian Industrial School for the fiscal year ending June 30, 1916.

Very respectfully

Frederic Snyder
Supt.

Extract

F.S.(M.E.D.)

Annual Report 1916
Santa Fe School

ORIGINAL

RECEIVED
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SECTION II. HEALTH.

The school is situated on a gently sloping piece of land where the drainage is excellent. The health conditions in general could not be better. During the year there were a few cases of pneumonia with two deaths.

During the school year epidemics of measles were prevalent in the surrounding country and in the city of Santa Fe, and in January the epidemic reached the Indian school. Everything possible was done to isolate the cases and to stamp out the disease. The epidemic was over by February 24, 1916, 30 cases having been cared for in the school hospital. The fact that the disease had been prevalent in the pueblos during the past three or four years accounts largely for so small a number having measles at the school during the epidemic.

A campaign of "Save the Baby" was carried on during the school year, by instruction in the class rooms, talks by the physician, nurse and matron, so that this important subject was well impressed upon the minds of the Indian pupils.

Annual Report 1916
Santa Fe School

SECTION III SCHOOLS

The Pueblo Indians near Santa Fe live in their own villages, which are usually such a distance from the public schools that very few Indians ever attend the public schools. The high school at Santa Fe had one Indian student last year and there seemed to be no prejudice against him because of his Indian blood.

All the pueblos except Nambe and Tesuque have day schools.

There are about 100 children of school age in the pueblo of Santo Domingo who do not attend any school.
The day school there can accommodate only 70 pupils and about 50 of the Domingo children attend the Santa Fe boarding school, leaving about 100 children ,as stated above, who do not attend any school. School accommodations should be provided for the children of this pueblo. The children at Nambe and Tesuque attend this school and St. Catherine's Indian School which is located in the city.

The school gives to Indian boys and girls all the industrial training outlined in the new course of study which was put into effect at this school on February 1, 1916.

Annual Report 1916
Santa Fe School

The School plant is substantial and quite complete. A new assembly hall and gymnasium has been authorized and when completed will be a fine addition to the plant and will fill a long needed want.
The school garden is a model and produces a great abundance of vegetables which help to suply the children's tables for practically the entire year.
Due to the limited water supply the area devoted to farming is small.

There have been only a few graduates from the school since its establishment. This is due largely to the fact that the Pueblos have insisted on allowing their children to remain at the school for terms of from three to five years only.

Faithful efforts on the part of all the employees have been made toward adopting the new course of study. Daily outlines of instruction are prepared by the instructors for their classes.
The industrial instruction as outlined for the prevocational classes is being carefully followed out for both boys and girls. For the first two years of vocational training the following courses have been recommended for this school:

Annual Report 1916
Santa Fe School

For boys:	For girls
Agriculture	Home Economics
Carpentery	
Blacksmithing	
Engineering	
Painting	

The employees on the whole have been efficient and loyal. They have all shown an excellent spirit in adopting the new course of study.
The employees are well provided with quarters and a friendly feeling of co-operation seems to exist among them.

A cordial feeling of interest exists between the public school authorities and the Indian school.

The school has tried to fit the pupil for the condition he must meet when he goes home.
To this end lessons of cleanliness and preservation of health are impressed upon him constantly. He is taught right living and what it means to be a good citizen, and in addition every effort has been made to make the pupils realize the importance of industry and thrift.

It is satisfactory to note more systematic instruction in group games among the pupils, and in the

industrial departments of the school during the past year over that of former years.

The total expenditures for all purposes during the current fiscal year were practically the same as for the preceding year, the appropriations for the support of the school being the same for both years.

More playground apparatus was provided during the year and good use is made of all.

In my opinion it will be necessary to continue government schools among the Pueblo Indians for a number of years, as they are not willing yet to break away from village life, and build their homes on allotments.

SECTION IV INDUSTRIES. —

The school farm and garden has been a great success. On aacount of the limited water supply however, the irrigable land on the farm is limited to about I2 acres of alfalfa and about as much for garden, orchard and field crops. About 60 tons of root vegetables and cabbages were raised and stored away for winter, but as this was more than could be used on the pupils' tables, a considerable quantity was fed to the school stock.

The garden is a model in almost every respect.

The slope of the land is ideal for irrigation and the soil is fertile. Many of the boys have had individual gardens and the results which they have obtained have been very satisfactory. The garden and orchard is kept free from weeds , so that it always presents a very pleasing appearance. There is an abundance of asparagus, rhubarb and early summer vegetables, such as peas, beans, squash, cucumbers, beets, &c.

During the year beds of strawberries and raspberries were planted which promise to give good results next year. The orchard has been enlarged by planting more apple, plum, peach and cherry trees.

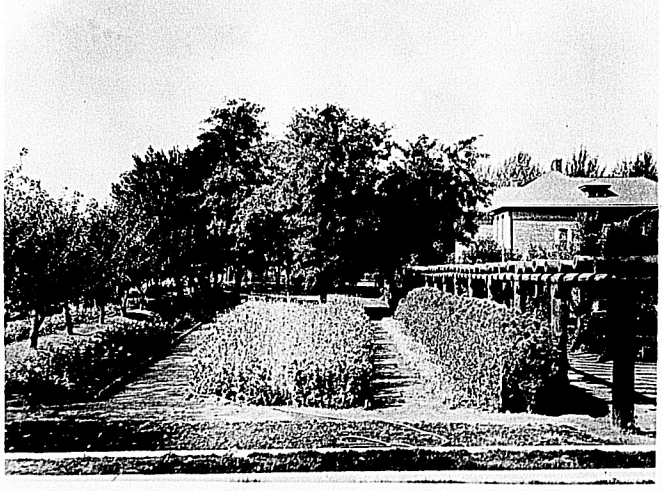
The fruit crop last fall was only fair, but there were good crops of apricots and peaches. About 1800 gallons of fruit were canned for winter use.
Beside this the domestic science classes and the cooking classes in the hospital canned a good quantity of other fruits and vegetables.

During the past year a reading room in the old Santa Fe style of architecture was constructed on the bank of the concrete reservoir and the grounds about it improved by terraces, lawns and flower gardens.
A log pergola was also built to lead to the reservoir and reading room. The reading room will be used to advantage by the boys and girls of the school.

Annual Report 1916.
Santa Fe Indian School.

Portion of School Garden.

School Orchard in Bloom



Flower Garden.

Annual Report 1916.
Santa Fe Indian School.

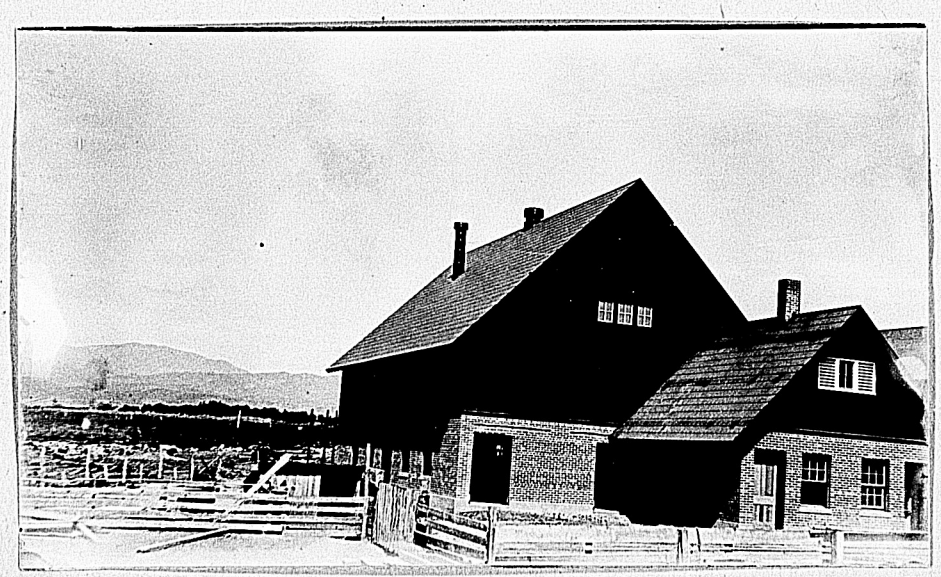
Entrance to
School Grounds.

Lawns
and
Walks.

Employees'
Building
and
Hospital.

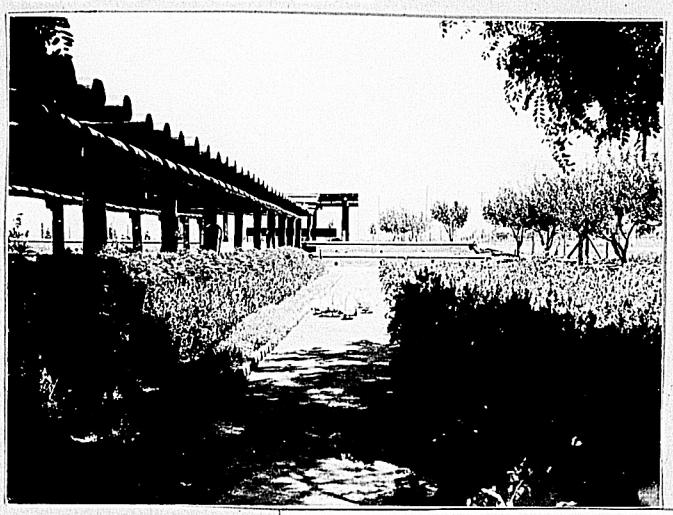
Annual Report 1916.
Santa Fe Indian School.

Part of School Garden and Orchard.



Dairy Barn.

Annual Report 1916.
Santa Fe Indian School.



Pergola leading to Reading Room

Reading Room and Library - Constructed 1916.

Administration Building

1597

SANTA FE.
108

NARRATIVE

1917

RETURN TO STATISTICS (A. H.)

Transmitting narrative section of annual report.

5-1142

RECEIVED
AUG 14 1917

DEPARTMENT OF THE INTERIOR

UNITED STATES INDIAN SERVICE

Santa Fe Indian School,
Santa Fe, N. Mexico,
August 10, 1917.

OFFICE OF INDIAN AFFAIRS
RECEIVED
AUG 14 1917

Commissioner of Indian Affairs,
Washington, D. C.

Sir:

I take pleasure in transmitting herewith narrative section of the annual report for the fiscal year, 1917.

Very respectfully,

Frederic Shipley

Superintendent.

KZ

Extract

 ORIGINAL

RECEIVED
AUG 14 1917

Annual Report,
Santa Fe School,
1917.

SECTION II. _H_E_A_L_T_H_

The health of the pupils during the fiscal year ending June 30, 1917, was excellent. There were no epidemics of any kind and no cases of pneumonia.

The "Save the Baby" campaign was continued during the past year by instruction in the class rooms, talks by the physician, nurse and matrons, so that this important subject was deeply impressed upon the minds of the Indian pupils.

Annual Report,
Santa Fe School,
1917.

SECTION III. _S_C_H_O_O_L_S_

The remarks and statements made in my annual report for last year apply equally now.

The new course of study was conscientiously and faithfully followed out at this school in every department, and the results as shown by the examinations at the close of the year were quite satisfactory, 76% of the number who tried the examinations having passed and been promoted to the next grade.

The course of study, while having some disadvantages, has on the whole been the means of awakening all the instructors to the fact that something definite must be accomplished with the Indian pupils, and I think it has had a most wholesome effect, especially upon the industrial teachers who in the past have been prone to give instruction to the pupils in more or less a haphazard way. They now feel that their efforts will be tested by the result of the examinations of the pupils in their classes, and consequently they are preparing themselves to teach what is required

in the course of study.

The school plant is substantial and in a good state of repair. Many inprovements were made during the year, especially to the boys' dormitory. Two rooms were added to the library building, which will provide for reading room space for nearly twice as many pupils as could be accommodated last year. The reading room is popular, especially in the cold winter months. The new gymnasium and assembly hall, which is greatly needed, has not yet been constructed, but it is hoped that work will be commenced on the building this summer or fall.

The average attendance during the year was 359.8.

For the most part, the employees have been efficient and loyal and have worked together harmoniously for the best interests of the school.

The total expenditures for all purposes during the current fiscal year were practically the same as fof the preceding year, the appropriations for the support of the school being the same for both years.

SECTION IV. _I_N_D_U_S_T_R_I_E_S_

Vocational instruction was given in carpentry, steam-engineering, blacksmithing, and home economics, While prevocational training and instruction were given in the above subjects, as well as in dairying, painting, shoe and harness making, cooking, sewing, and laundering.

About twenty acres of raw land on the farm were broken during the year and put into cultivation this spring, and there is promise of an abundant crop of frijoles and corn, as well as all kinds of summer and winter vegetables that will grow in this part of the country. It is doubtful if there is another garden in the State that will produce more or that looks better kept than the garden at this school. Over 50 tons of winter vegetables were grown during the year, beside great quantities of summer vegetables that were used during the summer and fall. This year it was decided to try to raise the frijole bean, something which had never before been undertaken at this school because it was thought that the water supply was not sufficient to raise any amount of them that was worth while. About ten acres are now growing and it is estimated that there will be 10,000 pounds to harvest soon. This

is more than the school will require for the entire year. The completion of a reservoir at this school two years ago for storing water for irrigation has made it possible to cultivate much more land than was heretofore in cultivation.

A large crop of sweet corn is assured, which will supply the pupils' tables for two months or more with daily use, and furnish a supply of dry corn to last the entire year, beside furnishing sufficient fodder for filling a silo, which has just been completed.

The fruit crop was seriously damaged by a heavy frost on May 6, 7, and 8th. There will, however, be a small crop of apples and peaches.

Notwithstanding the fact that this has been the driest season for many years, there are larger and more promising farm and garden crops than ever before due to the fact that there is a storage reservoir, and the further fact that an extra effort has been made on the part of the school for an increased food supply, in accordance with the general policy throughout the country on account of War conditions.

A new dairy herd of thirteen young Holstein cows was purchased at the close of the fiscal year to replace the Jersey herd which was sold. Excellent results are looked for from the new herd.

Systematic instruction was given in the domestic departments and in all the shops and on the farm, in accordance with the course of study. The results have been quite satisfactory.

Very respectfully,

Frederic Snyder

Superintendent.

S-Z

Santa Fe Indian School,
July 31, 1917.

160

SANTA FE.
108

NARRATIVE

1918

RETURN TO STATISTICS (A. H.)

ORIGINAL

RECEIVED
AUG 2 1918

Annual Report,
Narrative Section,
Santa Fe School,
1918

Section II.

H E A L T H

The general health conditions at this school have been very satisfactory. However, in the month of April there ~~was~~ were about a half dozen cases of pneumonia, one of which, I regret to say, proved fatal. Aside from this there was nothing more serious than a little grippe now and then, and a few cases of so-called German measles and the usual distempers incident to winter weather.

Annual Report,
Narrative Section,
Santa Fe School,
1918.

Section III.

S C H O O L S

During the past year the same lines of industrial training were given as during previous years, there being neither addition nor suppression. The tentative course of study has been followed pretty carefully with very satisfactory results. There are a few places in the course of study where the requirements are too difficult, but in a general way I will say that this course is the best guide that, in my opinion, the Indian Service has ever had.

As regards the general needs of the school, there is little to be said, and it would avail less to say anything along this line as long as the present War continues. There are certain phases of our school activities which could be greatly improved by a rather liberal expenditure of funds, but this is no time to go into details concerning this matter.

This school has never had any graduates from the vocational course, the number of pupils eligible for the higher grades not be-

ing sufficient to warrant the maintenance of classes for them. We have never gone above the second year vocational. This year five children finished that year of work and applied for transfer to other schools where they might continue. Only two of the transfers have been approved by the parents. I fear that the other three children will never go to school again. However, that fact would not warrant our maintaining a class for them here.

A word may be said as regards the adaptability of the books on the authorized list for use in the Indian Schools. I have gone into this matter at some length and find that, in my opinion, most of the books on the authorized list could be eliminated without any detrimental results to the schools. I communicated with the Chief Supervisor of Schools, at his request, on this matter some two months ago giving him titles of books which, in my opinion, should be eliminated. I think the action of the Indian Office in this connection should be in the direction of adopting, in so far as possible and expedient, ~~new form of~~ uniform text books throughout the Service.

As regards the employees, I may state that with very few exceptions they have been very efficient. As regards their loyalty, I do not know of anyone's attitude that could be called into question.

The accommodations for the employees are not quite what they should be. The character of those we have is in general all right, but there should be more cottages. At least one additional cottage is an urgent necessity.

Our total expenditures for all purposes during the fiscal year just closed have been approximately the same as for the previous year. Very naturally we have not been able to buy so many things with the same amount of money, owing to the big advances in prices.

Annual Report, Section IV.
Narrative Section,
Santa Fe School,
1918

I N D U S T R I E S

The usual farming operations on our school land are in full swing at the time of this writing. The season this year has thus far been considerably more favorable than a year ago. This is chiefly due to the unusual rainfall of the spring and early summer of 1918, as compared with that of 1917. Our bean crop has been considerably increased and gives fair prospects of a large yield. Last year a beetle of some sort, which seems to thrive particularly in dry weather, ate the bean leaves to such an extent as to seriously interfere with the development of the crop, so much so that the yield anticipated was not realized. This year we have had nothing of the sort.

Strangely and fortunately we got through the usually fatal month of May without any frost heavy enough to kill our fruit; so that the prospects for apples, peaches, pears, et cetera, is very good indeed. It nearly always happens that the fruit in the immediate vicinity of Santa Fe City is frost-killed within ~~the~~ a radius of eight days from the twelfth of May. The usual cold snap fell this year on the 12th and 13th, and we gave

the fruit up for lost, but the high winds that prevailed prevented the killing, which otherwise would have occurred.

We have not a sufficient supply of water available for irrigating all of the tillable land belonging to this school. In fact, as long as the present conditions continue we could not make available such a supply of water. Inspite of the lack of sufficient water for irrigating all of our land, we planted a good deal of our corn on the dry-farming plan this spring. The corn, thus planted, has been coming along right well, and we are sure to get at least a gratifying return in the way of stalks and leaves that may go toward making silage. We now have two silos of liberal capacity, and we expect to effect a considerable saving in the way of feed by utilizing corn, kaffir corn, milo maze, et cetera.

No considerable part of the crops produced at this school is sold, practically everything going toward the maintenance of the pupils. Our fruits are to be dried or canned, and the string beans will be dried or salted down somewhat after the fashion of sauerkrout. At the time of this writing, we are taking care of a crop of approximately five bushels of cherries, the largest yield ever realized at this place.

Most of our seed is saved from our own crops. However, we have had to purchase some seed this year. I am making an experiment this year with the Aztec bean, of which I secured about fifty kernels at the Tuba Indian School last fall. The plants are coming along in good shape and I hope to secure enough seed to enable us to plant a goodly area next spring. Also, last winter I found at the Leupp Indian School a variety of corn which appealed to me very strongly. I brought an ear along and planted it in our garden. It gives promise of being a thrifty plant and one which will yield well.

We have a small green-house about 20' square. This should be enlarged considerably. We used this place during the past winter and spring for starting our vegetable plants and for the protection of flowering plants. The cabbage, tomato, and other plants started therein were, of course, transferred to the gardens as soon as the weather permitted.

On July first of this year we changed our mode of water purchase from a flat rate of $1600. per year to a meter basis. Of course, I cannot tell at present whether or not the amount of $1600. allotted by Congress is going to be sufficient to enable us to keep up our usual gardening activities. In my

opinion it would be a wise plan to attempt to establish something in the way of wells at this school from which to secure most of our irrigation water. I fear that the water supply situation at this school may become a serious matter in the course of the next twelve months. The people of the city of Santa Fe are accusing the Company, supplying the water, of showing partiality toward the Indian School, and they have it within their power to make things very uncomfortable for both the Company and the school, in case they feel so disposed.

In answer to question thirteen, of section four, I will say that a dairy herd of ~~three~~ a dozen Holsteins is kept for this school. These cattle are very satisfactory for our purposes, and a regular detail of boys is, of course, given instruction throughout the period assigned by the course of study along the lines of the business of dairying.

About the middle of May we released 46 of our boy pupils to go to the sugar beet fields in southern Colorado for work during the summer. The need of hands for producing the sugar beet crop was so urgent that I really released more boys than the apparent welfare of our own school for the summer seemed to indicate advisable. My

attention was called to this fact by one of the employees who told me that if all those boys were permitted to go we could not have enough boys left here to take care of our own crops. I told the said employee that I would take the chances and that if necessary he and I and other employees remaining at the school during the summer would do some farm work with our own hands. As a matter of fact, we have been doing that very thing. On the morning of June 24th, practically all men, women, boys and girls on these school grounds began hoeing corn, beans, et cetera, and chopping weeds from one to two hours every morning. I have not exempted myself from this duty, although this was not required of any employee. I simply invited them to come out to help take care of the farm work and they all responded with a good will. The 46 boys are still in the beet fields at this writing, and the Supervisor of Indian Employment has stated that he wishes to hold them until the sugar beet crop has been harvested in the fall. I think this can be arranged.

In addition to the boys above reported, eleven of the larger girls are employed for the summer on a sort of modified outing plan. Three of them are in families connected with the school and the rest of them in families residing in the city of Santa Fe, or near vicinity. The girls are well pleased with their experience, and I am sure it is very beneficial to them because of the good, practical training to be derived therefrom.

1615

SANTA FE.
108

NARRATIVE

1919

RETURN TO STATISTICS (A. H.)

ORIGINAL

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JUL 25 1919
OFFICE OF INDIAN AFFAIRS
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JUL 25 1919

Annual Report,
Narrative Section,
Santa Fe School,
1919.

Section II.

HEALTH

The general health conditions at this school during the present school year have been very satisfactory. While there were about 150 cases of influenza only two of those cases proved fatal. The fact that the number of deaths was so small was due, I think, to our having taken good care of the children as regards ventilation, food, and regular habits prior to the outbreak of the epidemic.

We had several cases of tuberculosis, all but one of which were among pupils from the Ute Mountain Reservation. The one exception was that of a pupil from the Jicarilla Apache Reservation. Two of the cases proved fatal while the others are well on the road to recovery.

Our hospital at this school is not satisfactory and there has been considerable correspondence concerning the porposition of razing same and providing other quarters. The wards in the present building are dark and none too well ventilated.

Annual Report,
Narrative Section,
Santa Fe School,
1919.

Section III.

SCHOOLS

In spite of the many disturbing influences, especially the influenza epidemic, the work of our school year was very satisfactorily done and the number of promotions this Spring was very gratifying. The industrial training given was along the lines laid down and prescribed in the official Course of Study. We had no classes above second year vocational. The number of pupils available for third and fourth year work was so small that reasons of economy indicated the advisability of transferring these pupils to other schools. The same procedure is being observed for the coming year. I really feel that by doing this we are not only keeping down expense but also accomplishing much good for ~~the~~ a large number of younger Indian children, who in my opinion, are deserving of much school attention.

As regards the general needs of the school I may say that many changes and additions or alterations might be made to the school plant which would make for greater efficiency. However, as long as there is such great difficulty in obtaining funds it is hardly worth while going into detail concerning these matters. The school farm is sufficiently extensive and occupies the constant time and attention of all the personnel we have available for that purpose. We ought to have more employes in order to take proper care of the interests of this school. The services of one man are needed to attend exclusively to the flower gardens, greenhouse and

grounds. Perhaps a laborer at $40 a month could do this. We also need a third man on the farm and an assistant in carpentry and general repair work.

As already noted above we have no graduates at this school, our highest grade being second year vocational. The Course of Study has been followed pretty closely all along and our schoolroom equipment is reasonably adequate. The textbooks now on the authorized list are, as I think, of the best available. It is gratifying to know that there has been a decided movement in the direction of uniformity of textbooks throughout the service. The industrial training, as already stated above, has been along the lines prescribed in the Course of Study, and the instruction given followed pretty closely the outlines therein prescribed. None of the employes could be brought into question on the subject of efficiency or loyalty; and there has been almost a uniform disposition to cooperate with other employes in order to achieve the best interests of the school. Accomodations for employes have been reasonably adequate, although in two or three pieces of fairly recent correspondence I have requested authority and funds for erecting another cottage.

The work done at this school is along the lines best adapted to meet the most urgent needs of the Indians of this vicinity. What the girls need to know most is improved methods in cooking, housework and home nursing and sanitation. These Indians are an agricultural people and what the boys most need is careful instruction in shopwork of various kinds and improved methods in plant production and the care of farm animals. These things are exactly what we have laid most stress upon.

Annual Report,
Narrative Section,
Santa Fe School,
1919

Section IV.

INDUSTRIES

The farming operations at this school continue very satisfactory. Since last fall the farm has been under the charge of a full-blood Indian and it seems to me that the work is going forward fully as satisfactorily as before. Of course, I do not hesitate to say that this employe has sought my advice frequently with reference to many details concerning his work and ~~with~~ my experience in farming has stood the school in good stead.

One thing we have definitely abandoned as a farming feature at this school is any attempt to produce beans of the Pinto or other "dry" variety. The bean lady-bug is always sure to eat up the leaves of the bean before the plant is properly developed. Then again, we have found that we can buy split Pinto beans at such a low price that it is not worth while for us to divert any of our energies in the direction of raising dry beans. For these reasons the amount of land planted a year ago to Pinto beans has been planted this year to corn in order that same may be utilized for ensilage.

~~The~~ a new crop we are trying out this year is field peas. The County Agricultural Agent here, whose advice I have frequently sought and accepted, recommended this to us and we are now about ready to harvest the crop, which is most abundant. The prairie-dogs have been very injurious to many of out plants but the Government corps of poisoners is operating in this vicinity and I hope that in the near future we may be free of this pest.

All the products of our farm are used up here at the school. To some extent we save seed for the ensuing season's planting but this is not uniformly advisable. A greenhouse is maintained. It is not only used for storing flowering plants during the winter but also for germinating and partially developing young plants in the Spring so that when proper conditions out of doors obtain the young plants may be transferred ~~planted~~ to the fields.

The dairy herd is in satisfactory condition, although we have been unfortunate in regard to the males of the herd. A year ago one died from eating small pieces of baling wire and this Spring we lost our male from alfalfa bloat. We now have ten milch cows over three years old; seven young cows which will calve for the first time this fall; and three yearling heifers, making twenty females in all. I hope in the course of the next couple of years to increase the herd of milkers to any where from thirty to forty. All of our cattle are of the Holstein breed.

Eleven of our school boys are apending the summer in the vicinity of Fort Collins, Colorado in the employ of the Great Western Sugar Company; eight others are working for the American Beet Sugar Company at Rocky Ford, Colorado; while a number of others are employed in various capacities in connection with railway and other enterprises.

There are no girls rendering outing service this year. Nearly all of the girls have returned to their parental homes for the summer vacation.

Respectfully Submitted,

J. D. Oldhoff

Superintendent.

1621

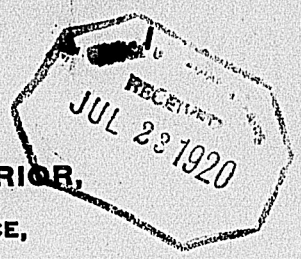
SANTA FE.
108

1920

NARRATIVE

RETURN TO STATISTICS (A. H.)

Cir. 1604
An. Rept.
Nar. Section



DEPARTMENT OF THE INTERIOR,

UNITED STATES INDIAN SERVICE,

U. S. Indian School,
Santa Fe, New Mexico
July 19, 1920

The Commissioner of Indian Affairs
Washington, D. C.

My dear Mr. Commissioner:-

Already today, I forwarded the statistical tables for my annual report.

Herewith I send the narrative section.

Very respectfully,

J. D. DeHuff
Superintendent

JDD/-

ORIGINAL

RECEIVED
JUL 22 1920

Annual Report
Narrative Section
Santa Fe School
1920

Section II.

H E A L T H

The general health conditions at this school during the year have been very satisfactory. There were no epidemics of any consequence. The "flu" did not break out here. We kept the school closely quarantined against it as long as there was any danger.

We vaccinated every child and every employee against smallpox.

There were a good many cases of mumps.

We had one case of tuberculosis, which proved fatal. Again, it was a Jicarilla Apache,

Our Hospital has been gone over inside with paint and kalsomine and is in much better condition now than for a long time past.

An Indian Service Field Dentist spent several weeks here and went over pretty carefully the teeth of most of the pupils. This was a thing very much needed. I wish it might be possible for this to be done every year.

The present corps of employees at this school is adequate for taking care of the health conditions.

1622

Annual Report
Narrative Section
Santa Fe School
1920

Section III

S C H O O L S

This was a good year. There were very few disturbing influences; and as a consequence, the number of promotions was very gratifying. In this connection attention is invited to the Report on Promotions submitted soon after the close of school in June. Both the academic and the industrial instruction given was along the lines laid down and prescribed in the Tentative Course of Study. For girls: Cooking, sewing, laundering, nursing, housekeeping in general; and a little something along the line of poultry-raising. For boys: Farming, gardening, dairying, carpentry, blacksmithing, painting, plumbing and steam-fitting, shoe and harness repairing, tailoring, baking, etc.

The needs of the school have been pretty fully set forth in my reply to Indian Office Circular No. 1613, in which I submitted an estimate of the needs of the school for 1922. We need an additional tract of land for range purposes for our growing dairy herd; we need a spur track from the Pankey warehouse to our boiler house; the construction of our gymnasium should be gone ahead with at the earliest possible date; the Dining room should be enlarged and a top story should be added in order that the sewing department of our school might be properly housed; the present domestic science cottage should be removed to a place where gardening and poultry-raising might be carried on as a part of the regular daily instruction given to the girls living in that building, and to others, too, for that matter; and one more residential cottage should be provided.

We have no real graduates at this school, since we carry no grade higher than second year vocational. There are so few qualified for taking any year of work above second year voc. that it has always been found in the interests of economy to transfer them to some other school and let them finish up there. Practically all who do finish our highest grade here actually effect a transfer to Haskell, or Riverside, or some other school, and finish up the remaining two years of work.

Our school facilities and equipment are reasonably adequate - so that there is no reason for contemplating any radical change or addition in that connection. Teachers are careful and have their work well planned ahead.

Most of the books on the authorized list are well adapted to use in the Indian schools. However, I never found a more worthless and poorly constructed set of text books than the entire Wooster series. Also, all of the Harrington books for Non-English Speaking People; all of the Graded Classics Readers; all of the Riverside readers; all the Frye Geographies; and all of the Davison physiologies, could be dropped off the Authorized List without losing anything to the Indian Service.

Our employees have been uniformly loyal and efficient. Attention is invited in this connection to my report of May 1, 1920, on Character and Efficiency of the several employees. Of course, too much familiarity breeds contempt and in this school, as in all others, there are certain little bickerings and petty strife now and then. But upon the whole, the spirit of cooperation is very prominent and gratifying.

We have sought to make the work at this school something that is actuall adapted to meet the most urgent needs of the Indian. What the girls need most to know is improved methods in cooking, housework, home nursing, and sanitation. Our pupils all come from agricultural and stock-raising communities; so that what the boys need more than anything else is instruction in improved methods of farming, gardening, and the care of farm animals. All these things are what we have laid most stress upon. Then, too, we have stressed to a certain extent some of the simpler mechanic arts; so that, in case a boy elects to work along lines independent of his home community, he will find himself able to give a good account of himself in other than agricultural pursuits. Even so, the instruction given him in mechanic arts would stand him in good stead anywhere; for every farmer needs to know something of carpentry, iron-working, plumbing, and shoe- and harness-repairing, if he would be really independent and able to stand upon his own feet.

The total expenditures for 1920 were a few thousand dollars more than during the preceding year. This fact was due to the higher prices and also due to the fact that our average daily attendance for the year has been some thirty points higher than during any previous year.

Systematic supervision is given to all of our playground activities. The boys have group games, base ball, basket ball, and track athletics. The girls have group games, basket ball, and certain of the simpler events of track athletics. Then, too, the girls have dancing at their own assembly room; while there are stated sociables for dancing and other similar purposes for both boys and girls at the General Assembly room.

In so far as the Pueblo Indiansare concerned, it will not be very many years until this school could well be abandoned. But when that time comes, the school could with profit to the country be operated for several year s to come as a place for giving instruction to Navajo pupils, for whom rural of district schools will be out of the question for a long time to come. If I were to hazard a guess, I should say that this school could be operated for something like twenty-five years to come with good profit to the Government.

Annual Report
Narrative Section
Santa Fe School
1920

Section IV

I N D U S T R I E S

The farming operations at this school continue very satisfactory. During June, July, and August of 1919, there was much rain, so that we were relieved of the necessity of doing a great deal of irrigating. But this year, the rains have been scanty, and our farm work drags a good deal on account of the necessity of spending so much time irrigating. Everything we have planted has turned out well. Our experience during 1919 with Canadian field peas was a very satisfactory one, so that this year we made another planting. They make excellent feed for both hogs and cattle.

About the only pests of any consequence we have to deal with here are the prairie-dog and the gopher. We keep them down pretty well by poisoning, but they require a lot of attention and time.

The products of our farm and garden are practically all used up by the pupils or utilized in some way either directly or indirectly for the pupils' benefit. Our big crop is corn, and that goes to make ensilage for feeding our cattle. Some seed is saved for the ensuing year's planting. It is our experience that as a general rule, seed raised in other localities produces better plants here than seed raised in this locality. For that reason, we generally buy the most of our seed supply.

We have a small greenhouse, in which we house through the winter certain flowering plants, and which is used in the early spring for germinating and beginning the growth of garden plants, so that when the season is sufficiently advanced we may transfer those plants to the fields.

We have a dairy herd, all pure-blood Holstein-Friesians. They are very satisfactory; and, counting calves and all, we are rapidly running up toward the forty mark - the point which I wish to reach before I stop. After that, the calves will generally be sold for breeding and milk-producing purposes.

The time of our Industrial Teacher is actually taken up in connection with the work of plant production.

The chief business of our so-called Gardener is that of taking care of the milking and of the dairy herd generally. If he has any time left after that, he devotes it to helping out with the work of plant production. He works much more than eight hours a day.

About a dozen of our boy pupils are spending the summer working in the suger-beet fields under the supervision of Mr. Dagenett near Rocky Ford, Colorado. About half a dozen of our girls are working for families in Santa Fe city and the near vicinity. The Indian pupils here do not really need assistance in finding employment. However, it is well to have supervision over their employment.

Respectfully submitted

J. D. DeHuff
Superintendent.

JDD/-

1625

SANTA FE.
108

1920

STATISTICAL

RETURN TO STATISTICS (A. H.)

OFFICE OF INDIAN AFFAIRS
RECEIVED
JUL 28 1920

DEPARTMENT OF THE INTERIOR,

UNITED STATES INDIAN SERVICE,

Santa Fe School, New Mexico

July 19, 1920

The Commissioner of Indian Affairs

Washimgton, D. C.

My dear Mr. Commissioner:-

I send herewith all statistical tables in duplicate for Annual Report for this school for Fiscal Year closed June 30, 1920.

I also enclose herewith a number of unused blank forms which were over and above those necessary for our use in making up the tables.

The narrative section of our annual report will go forward within the next two or three days.

Very respectfully,

J. D. DeHUFF
Superintendent

JDD/-

631

ORIGINAL

STATISTICAL.

RECEIVED
JUL 22 1920

Annual Report 1920 (Year.)

Section I.—Mails and Files.

Santa Fe Ind. Sch. Indian School.

Santa Fe, N. Mex. Reservation.

1. How many official letters were received by you during the current fiscal year?

(a)	From this Office	283
(b)	From other sources	324
(c)	Total, all sources	607

2. How many official letters were written by you during the current fiscal year?

(a)	To this Office	288
(b)	To others	1564
(c)	Total written by you	1852

STATISTICAL.

SECTION II.—LAW AND ORDER.

Annual Report 1920 (Year.)

Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE Reservation.

1. Give the number of marriages by Indians under your supervision during the current fiscal year:

	(1) By tribal custom.	(2) By legal procedure.	(3) Total.
(a) Between Indians and whites			
(b) Between citizen Indians			
(c) Between citizen and noncitizen Indians			
(d) Between noncitizen Indians			
(e) Total			

2. Number of plural marriages by Indians:

(a) Total existing June 30, current fiscal year	
(b) Number contracted during current fiscal year	

3. Number of Indian married couples divorced or separated:

(a) By proper legal procedure	
(b) Without legal procedure	
(c) Total	

4. Crimes committed (not to include drunkenness or other misdemeanors):

Character.	(1) By Indians.	(2) By whites on reservation.	(3) Total.
Total			

5. Arrests for drunkenness

5½. Traffic in intoxicants (see page 33-A).

STATISTICAL.

SECTION II.—LAW AND ORDER—Continued.

Santa Fe, New Mex. Indian School.

1920

Reservation.

NOT APPLICABLE HERE

6. Misdemeanors committed (not to include cases of drunkenness):

Character.	(1) By Indians.	(2) By whites on reservation.	(3) Total.
Total			

7. Number of missionaries working among the Indians under your supervision:

Denomination.	Number.
Total	

8. Number of church buildings among the Indians under your supervision:

Denomination.	Number.
Total	

9. Number of Indians under your supervision who are church members, or have been baptized, or attend church services.

Denomination.	Number.
Total	

STATISTICAL.

SECTION III.—HEALTH.

Annual Report 1920 (Year.)

Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE Reservation.

1. Population of your jurisdiction on June 30 of current fiscal year:

(a) Males ..... a .....

(b) Females ..... a .....

(c) Total ..... a .....

2. Number of heads of families in this population ....

(a) Number of families living in permanent houses ..... b .....

(b) Number of families living in tents, tepees, or other temporary structures ..... b .....

3. Number of houses ....

(a) Number of such houses having wooden floors ....

	Males.	Females.	Total.
4. Number of births during the current fiscal year	c	c	c

5. Number of deaths during the current fiscal year, distributed as follows:

	(1) Males.	(2) Females.	(3) Total.
(a) Minors	c	c	c
(b) Adults			
(c) Total			

	(1) Males.	(2) Females.	(3) Total.
6. How many of above deaths were of infants under 3 years old	c	c	c

7. Number of deaths during the current fiscal year, due to tuberculosis, distributed as follows:

	(1) Males.	(2) Females.	(3) Total.
(a) Minors			
(b) Adults			
(c) Total			

a These figures must agree with those reported under query 3, page 15.
b Sum of these figures must equal number heads of families in query 2.
c Exclusive of stillbirths.

STATISTICAL.

SECTION III.—HEALTH—Continued.

Santa Fe Indian School.

Reservation.

Prevalence of disease:

8. How many Indians under your jurisdiction were examined for disease?

(a) Males	
(b) Females	
(c) Total	

9. How many cases of tuberculosis of all forms were found?

	(1) Latent.	(2) Active.	(3) Males.	(4) Females.	(5) Total.
(a) Pulmonary	0	3	1	2	3
(b) Glandular	0	0	0	0	0
(c) Bone	0	0	0	0	0
(d) Other forms	0	0	0	0	0
(e) Total, all forms	0	3	1	2	3

10. How many of the total population (estimated, if not known exactly) have tuberculosis?

	(1) Males.	(2) Females.	(3) Total.
(a) Pulmonary	1	2	3
(b) Glandular			
(c) Bone			
(d) Other forms			
(e) Total, all forms	1	2	3

11. How many cases of trachoma were found among these Indians examined for disease?

(a) Males	51	
(b) Females	50	
(c) Total		101

12. How many cases of trachoma were operated upon? 0

13. How many cases of trachoma were treated but not operated upon? 101

14. How many of the Indians under your jurisdiction do you estimate to have trachoma?

(a) Males	
(b) Females	
(c) Total	

STATISTICAL.

SECTION III.—HEALTH—Continued.

Santa Fe Indian School.

Reservation.

15. How many of the Indians belonging to your jurisdiction are insane?

	(1) Males.	(2) Females.	(3) Total.
(a) Treated at Canton Asylum			
(b) Treated at other institutions			
(c) Treated on the reservation			
(d) Receiving no treatment			
(e) Total			

Hospitals:

16. School (Insert school, agency, sanatorium, or asylum.) on reservation

(a) Character of construction (brick, frame, etc.)		Brick
(b) Capacity of (hospital or sanatorium)		32
(c) Number of Indians remaining in institution June 30, preceding fiscal year	0	
(d) Number of Indians admitted during the current fiscal year	214	
(e) Total number treated during the current fiscal year		214
(f) Number discharged during the current fiscal year	213	
(g) Number of deaths in institution during the current fiscal year	1	
(h) Total discharged and died during the current fiscal year		214
(i) Number of Indians remaining in institution June 30, current fiscal year		0
16j. Total number hospital day's treatment during year		1222
16k. Total cost of institution during year		[a]$ 599.88
16l. Total cost per day per patient (exclusive only of new construction)		$ 1.67
16m. Number of Indians under your jurisdiction who were given treatment for alcoholism		0

[a] This should include pay of employees, subsistence, repairs, and all other incidental expense necessary for its proper conduct and management, except new construction.

STATISTICAL.

SECTION III.—HEALTH—Continued.

Santa Fe Indian School

Reservation.

17. Physicians:

	(1) Number.	(2) Salary.	(3) Location of headquarters (school, agency, or on reservation).	(4) Total area covered (sq. mi.).	(5) Number Indians under.
(a) Contract	1	$ 720	School	School	School
(b) Regular					
Total	1	$ 720		School	School
18. Field matrons					
Total					
19. Nurses	1	840		School	School
Total	1	$840		School	School

20. Number Indians receiving medical relief from:

Contract physicians Total of Boarding School

Regular physicians

Field matrons

Nurses Do

Total Do

21. Number of rooms in dormitories used exclusively in treatment of sick cases 0

(a) Capacity (number of beds)

STATISTICAL.

SECTION III.—HEALTH—Continued.

Santa Fe Indian School.

Reservation.

22. Quarters:

	(1) Number.	(2) Location (school, agency, or on reservation).	(3) Character of building.	(4) Number rooms in each.	(5) Running water (yes or no).
(a) Physicians' residences	0				
(b) Field matrons' residences					
(c) Nurses' quarters	1	School In hospital	Brick	2	Yes
23. Dispensaries	1	Do In hospital	Do	2	Yes

24. Equipment:

	HORSES.		VEHICLES.		AUTOMOBILES.	
	Number for exclusive use.	Number used also by school or agency.	Number for exclusive use.	Number used also by school or agency.	Number for exclusive use.	Number used also by school or agency.
(a) Physicians						
(b) Field matrons						

STATISTICAL.

SECTION IV.—SCHOOLS.

Annual Report 1920 (Year.)

Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE

Reservation.

1. Number of children under your jurisdiction, including those away at other schools, from 5 to 18 years of age, both included:

	(1) Males.	(2) Females.	(3) Total.

2. Number of these incapacitated for attendance at school by reason of—

	(1) Males.	(2) Females.	(3) Total.
(a) Ill health			[a]
(b) Mental defect			[a]
(c) Physical defect			[a]
(d) Marriage			
(e) Absence or other reasons			
(f) Total			

3. Number of children eligible for school attendance:

	(1) Males.	(2) Females.	(3) Total.

4. Capacity, total enrollment, average attendance of Indians of your jurisdiction in different schools (not including Indians from other jurisdictions enrolled in your schools):
(Account here for all the children under your jurisdiction, showing the schools, by names, in which these children are enrolled.)

Government schools:

(a) Nonreservation boarding [b]—

	(1) Total enrollment.
Total	

[a] Sum of these figures must equal total ineligible children reported on page 12.
[b] Not to be filled by superintendents of nonreservation schools.

STATISTICAL.

SECTION IV.—SCHOOLS—Continued.

1920 Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE Reservation.

Government schools—Continued.

(b) Reservation boarding—	(1) Capacity.	(2) Total enrollment.[a]	(3) Average attendance.
(c) Day—			
Mission schools:[b]			
(d) Contract boarding—			
(e) Noncontract boarding—			
(f) Noncontract day—			
Private schools:[b]			
(g) Contract boarding—			
Public day schools:[b]			
(h) Contract or where tuition is paid			
(i) Noncontract			
(j) TOTAL, ALL CLASSES OF SCHOOLS			

[a] Figures in this column must agree with quarterly attendance reports made in accordance with Circular No. 603.
[b] For capacity of mission, private, and public schools, show capacity available for Indian children.

Pupils enrolled in ..... *nonreservation school during current fiscal year.* Santa Fe, New Mex. 1919-20

NAME. (Group pupils by reservations.)	TRIBE.	SUPERINTENDENCY, OR WHEN UNKNOWN, GIVE POST OFFICE, COUNTY, AND STATE.
Bernal, Jose	Taos Pueblo	North Pueblo Day Schools
Concha, Antonio	"	"
" Jose de la Cruz	"	"
" Juan	"	"
" " D.	"	"
" Manuel	"	"
Gomez, Toribio	"	"
Lucero, Jose de la Cruz	"	"
Lujan, Santiago	"	"
" Tomas	"	"
Lucero, Teofilo	"	"
Mirabal, Felipe	"	"
" John	"	"
Mondragon, Don	"	"
" Francisco	"	"
Ortiz, Jose M.	"	"
" " Maria	"	"
Reyna, Juan	"	"
Romero, Agustin	"	"
" Fernando	"	"
" Jose de la Cruz	"	"
" Telesfor	"	"
Sandoval, Jose	"	"
" Lupe	"	"
Archuleta, Susana	"	"
Bernal, Reyecita	"	"
Concha, Anita	"	"
" Cristina	"	"
Cordoba, Lorencita	"	"
Herrera, Tonita	"	"
Lucero, Manuelita	"	"
" Nancy	"	"
Lujan, Andrea	"	"
" Eva	"	"
" Julianita	"	"
" Maria	"	"
" Marina	"	"
" Rafaelita	"	"
Marcos, Ignacia	"	"
" Jesusita	"	"
Martinez, Emily	"	"
Mirabal, Paulita	"	"
Mondragon, Anita	"	"
" Rose	"	"
Ortiz, Emily	"	"
Romero, Ignacia	"	"
" Rufinita	"	"

Pupils enrolled in Santa Fe, New Mex. *nonreservation school during current fiscal year.*

NAME. (Group pupils by reservations.)	TRIBE.	SUPERINTENDENCY, OR WHEN UNKNOWN, GIVE POST OFFICE, COUNTY, AND STATE.
Romero, Santanita	Taos Pueblo	North.Pueblo Day Schools
" Teresita	"	"
Sandoval, Cesarita	"	"
Suazo, Isabel	"	"
Trujillo, Emilia	"	"
Zamora, Rafaelita	"	"
Duran, Antonio	Picuris Pueblo	"
" Marcelino	"	"
Martinez, Evaristo	"	"
Simbolo, Cruz	"	"
" Manuel	"	"
Duran, Tonita	"	"
Lopez, Cora	"	"
" Lucy	"	"
" Reyecita	"	"
Martinez, Jesusita	"	"
" Laura	"	"
Mermejo, Helen	"	"
Simbolo, Anselma	"	"
Vargas, Alice	"	"
Abeyta, Juanito	San Juan Pueblo	"
Archuleta, Jose	"	"
" Reyes	"	"
" Santiago	"	"
Atencio, Jose Manuel	"	"
Cata, Alberto	"	"
" Dionisio	"	"
" Fructuoso	"	"
" Jose Luis	"	"
" Juan de los Reyes	"	"
" Manuel	"	"
" Marcos	"	"
" Edward	"	"
" Jose	"	"
Chavez, Antonio	"	"
Cruz, Francisco	"	"
" Leandro	"	"
" Manuel	"	"
" Plácido	"	"
Gabaldon, Jose Manuel	"	"
Garcia, Antonio	"	"
" Lorenzo	"	"
Maestas, Felipe	"	"
Montoya, Amadeo	"	"
" Eulogio	"	"
" Guadalupe	"	"
" Jose	"	"

Pupils enrolled in ..... Santa Fe, New Mex. ..... *nonreservation school during current fiscal year.*

NAME. (Group pupils by reservations.)	TRIBE.	SUPERINTENDENCY, OR WHEN UNKNOWN, GIVE POST OFFICE, COUNTY, AND STATE.
Montoya, Luis	S.Juan Pueblo	North.Pueblo Day Schools
" Tomas	"	"
Ortiz, Joe	"	"
Talache, Amarente	"	"
" Bernardo	"	"
Tapia, Agapito	"	"
Trujillo, Francisco	"	"
" Jose D.	"	"
" Luberio	"	"
" Manuel	"	"
Archuleta, Antonia	"	"
" Cristina	"	"
" Gregorita	"	"
" Rosalia	"	"
" Rosanita	"	"
Atencio, Geronima	"	"
" Maria Cleofa	"	"
Castellano, Crescencia	"	"
Cata, Aniceta	"	"
" Ernestina	"	"
" Josephine	"	"
" Maria	"	"
" Pomacena	"	"
" Romanita	"	"
" Rosarita	"	"
" Rose	"	"
Chavez, Geronima	"	"
Cruz, Adelaida	"	"
" Apolonia	"	"
" Gregorita	"	"
" Josefita	"	"
" Juanita	"	"
" Piedad	"	"
Gabaldon, Josefita	"	"
Garcia, "	"	"
Martinez, Celestina	"	"
" Emilia	"	"
" Encarnacion	"	"
" Modesta	"	"
" Reyecita	"	"
" Rosarita	"	"
" Salina (Sofina)	"	"
Montoya, Felipa	"	"
" Lorencita	"	"
" Manuelita	"	"
" Ramoncita	"	"
" Rosalie	"	"
" Teresita	"	"

Pupils enrolled in Santa Fe, New Mex. *nonreservation school during current fiscal year.*

Name. (Group pupils by reservations.)	Tribe.	Superintendency, or when unknown, give Post Office, County, and State.
Ortiz, Inmaculada	S.Juan Pueblo	North. Pueb. Day Schools
" Pascualita	"	"
" Rafaelita	"	"
" Virginia	"	"
Talache, Josephine	"	"
" Merina	"	"
Trujillo, Belen	"	"
" Fortuna	"	"
" Maria Geronima	"	"
Baca, Jose Domingo	S.Clara Pueblo	"
Echavarria, San Juan	"	"
Gutierrez, Patricio	"	"
Naranjo, Alfonso	"	"
" Clemente	"	"
" Emilio	"	"
" Frank	"	"
" Jose D.	"	"
" " Guadalupe	"	"
" Juan Bautista	"	"
" Manuelito	"	"
Padilla, Romualdo	"	"
Silva, Amarente	"	"
Sisneros, Jose Felix	"	"
" Merejildo	"	"
" Tito	"	"
Tafoya, Jose C.	"	"
" Josefito	"	"
" Pascual	"	"
" Severo	"	"
Baca, Gregorita	"	"
" Jesusita	"	"
" Luisita	"	"
" Maria Clara	"	"
Cajete, Frances	"	"
Gutierrez, Adelaida Silva	"	"
" Anita	"	"
" Pascualita	"	"
Naranjo, Aniceta	"	"
" Florencia	"	"
" Josefita	"	"
" Lupita	"	"
" Magdalena	"	"
" Marianita	"	"
" Nicolasa	"	"
" Petra	"	"
" Sarita	"	"
" Tonita	"	"

Pupils enrolled in ..... *nonreservation school during current fiscal year.* Santa Fe, New Mex.

NAME. (Group pupils by reservations.)	TRIBE.	SUPERINTENDENCY, OR WHEN UNKNOWN, GIVE POST OFFICE, COUNTY, AND STATE.
Silva, Agapita	S.Clara Pueblo	North.Pueblo Day Schools
" Eduvigis	"	"
Sisneros, Manuelita	"	"
" Rosarita	"	"
" Valeria	"	"
Tafoya, Jacobita	"	"
Cajete, Jose (boy)	"	"
Aguilar, Ignacio	S.Ildefonso Pueb.	"
Gonzalez, Belarmino	"	"
" Isauro	"	"
" Jose Luis	"	"
" Roberto	"	"
Martinez, Anselmo	"	"
" Jose Adam	"	"
" " Miguel	"	"
Montoya, Juan Jose	"	"
Pena, Encarnacion	"	"
Romero, Ramon	"	"
Sanchez, Roman	"	"
Martinez, Julianita A.	"	"
" Petronila	"	"
Montoya, Isabel	"	"
" Juanita	"	"
Roybal, Ruperta	"	"
" Santana	"	"
Sanchez, Pascualita	"	"
Pena, Celson	Nambe Pueblo	"
Mirabal, Eulogio	"	"
Trujillo, Emilio	"	"
Vigil, Enriquez	"	"
" Guadalupe	"	"
Pena, Carmelita	"	"
Tapia, Feliciana	"	"
Trujillo, Carmelita	"	"
Vigil, Brigida	"	"
" Ramoncita	"	"
Armijo, Pilar	Jemez Pueblo	South Pueblo Day Schools
Casciquito, Francisco	"	"
Chavez, Charles	"	"
" Santiago	"	"
Chihuihui, S. Juanito	"	"
Colaque, Santiago	"	"
Fragua, Manuel	"	"
" Ramon	"	"
Gachupin, Francisco	"	"
" Jose G.	"	"

Pupils enrolled in Santa Fe, New Mex. *nonreservation school during current fiscal year.*

Name. (Group pupils by reservations.)	Tribe.	Superintendency, or when unknown, give Post Office, County, and State.
Montoya, Hermogenes	Jemes Pueblo	South Pueblo Day Schools
Sabaquiu, Jose	"	"
Shendoh, Max	"	"
Toya, Jose Reyes	"	"
Yepa, San Juanito	"	"
Chavez, Ascencion	"	"
Shendoh, Andreita	"	"
Toledo, Andreita	"	"
" Angelita	"	"
" Lupita	"	"
Gachupin, Antonio	Sia Pueblo	"
Galvan, Andres	"	"
Medina, Juanito	"	"
Pino, Perfecto	"	"
Shije, Amado	"	"
" Velino	"	"
Toribio, Frank	"	"
Chalan, Pancrasio	Cochiti Pueblo	"
Gonzalez, Frank	"	"
Herrera, Santiago	"	"
Ortiz, Luis W.	"	"
Perez, Antonio A.	"	"
" Jose Claude	"	"
Poncho, Ignacio	"	"
Arquero, Alcarita	"	"
Cordero, Ramona	"	"
Poncho, Dominguita	"	"
" Luisita	"	"
Quintana, Magdalena	"	"
Abeyta, Domingo	S.Domingo Pueb.	"
" Felix	"	"
Aguilar, Jose	"	"
" Leuterio	"	"
" Pedro No. 1	"	"
" " No. 2	"	"
Aragon, Mateo	"	"
Bailon, Atanasio	"	"
Calabaza, Gonzalio	"	"
" Juan	"	"
" Lorenzo	"	"
" Santiago No. 2	"	"
Cate, Jose Anselmo	"	"
Chama, Ascencio	"	"
" Lupe	"	"
Coriz, Francisco Lobato	"	"
" Ignacio	"	"
" Jose	"	"

Pupils enrolled in Santa Fe, New Mex. *nonreservation school during current fiscal year.*

NAME. (Group pupils by reservations.)	TRIBE.	SUPERINTENDENCY, OR WHEN UNKNOWN, GIVE POST OFFICE, COUNTY, AND STATE.
Coriz, Ramojillo	S.Domingo Pueb.	South Pueblo Day Schools
" Reyes	"	"
" Santiago	"	"
Crispin, Francisco	"	"
" Santiago	"	"
Garcia, Antonio (elder)	"	"
" " (younger)	"	"
" Francisco No. 2	"	"
" Jose	"	"
" San Juanito	"	"
" Ventura	"	"
Lobato, Crucito	"	"
" Francisco	"	"
Melchor, Jose	"	"
Pacheco, (elder) Jose	"	"
" Jose (younger)	"	"
" Reyes	"	"
Pajarito, Jose Reyes	"	"
" Juan	"	"
Quintana, Reyes	"	"
Reano, Gabriel	"	"
" Jose (elder)	"	"
" " (younger)	"	"
" Reyes	"	"
Tafoya, Alberto	"	"
Tenorio, Cristobal	"	"
" Geronimo	"	"
" Jose	"	"
" Ramon	"	"
" Roberto	"	"
Tortolita, Agustin	"	"
" Jose Maria	"	"
Abeyta, Luisa	"	"
" Virginia	"	"
Aguilar, Maria	"	"
" Peregrina	"	"
" Reyes	"	"
" Santana	"	"
Bailon, Maria Sofia	"	"
Calabaza, Avelina	"	"
" Barbara	"	"
" Refugia	"	"
Cate, Catalina	"	"
Coriz, Maria	"	"
Crispin, Brigida	"	"
" Cristina	"	"
" Juanita	"	"

Pupils enrolled in Santa Fe, New Mex. *nonreservation school during current fiscal year.*

Name. (Group pupils by reservations.)	Tribe.	Superintendency, or when unknown, give Post Office, County, and State.
Crispin, Margarita	S.Domingo Pueb.	South Pueblo Day Schools
" Maria	"	"
" Miguelita	"	"
Garcia, Brigida	"	"
" Ramona	"	"
" Trinidad	"	"
Lobato, Andrea	"	"
" Angelita	"	"
" Florencia	"	"
Lucero, Juana	"	"
Martin, Teresa	"	"
Melcher, Maria	"	"
Nieto, Maria	"	"
Pacheco, Crucita	"	"
" Dolores	"	"
" Virginia	"	"
Pajarito, Cristina	"	"
Reano, Severa	"	"
Rosetta, Miguelita	"	"
Tafoya, Geronima	"	"
Tenorio, Carmelita	"	"
" Macedonia	"	"
Tortolita, Petra	"	"
Manuel, Alberto	Sta.Ana Pueblo	"
Pena, Leo	"	"
Bustos, Mariano	Sandia Pueblo	"
Chavez, Esquipulo	"	"
Montoya, Domingo	"	"
" Juan Antonio	"	"
Ortiz, Nicolas	"	"
Abeyta, Pablo	Isleta Pueblo	"
Anzara, John	"	"
Jojola, Erudio	"	"
" Jose Dolores	"	"
Montoya, Agustin	"	"
" Antonio	"	"
Anzara, Lolita 37	"	"
Cheromiah, Fred	Laguna Pueblo	"
Kayate, John	"	"
Leeds, George	"	"
Leon, Santiago	"	"
Spira, Morris	"	"
Young, Lawrence	"	"
Kayate, Josephine	"	"
Massey, Caroline	"	"
Sawtrom, Esther	"	"
Thompson, Bessie	"	"

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Pupils enrolled in Santa Fe, New Mex. *nonreservation school during current fiscal year.*

NAME. (Group pupils by reservations.)	TRIBE.	SUPERINTENDENCY, OR WHEN UNKNOWN, GIVE POST OFFICE, COUNTY, AND STATE.
Abeyta, Lorenzo	Acoma Pueblo	South Pueblo Day Schools
Antonio, Tomas	"	"
Barela, Carlos	"	"
Esteban, James	"	"
Garcia, Amado	"	"
" Francisco	"	"
" Jose M.	"	"
Johnson, James	"	"
Juanico, Jose T.	"	"
Lino, David	"	"
Lorenzo, Emilio	"	"
Pino, James Guacham	"	"
Poncho, Francisco	"	"
" Fred	"	"
Toribio, James	"	"
Vallo, Antonio, No. 1	"	"
" " " 2	"	"
" George	"	"
" Santiago	"	"
Victorino, Felipe	"	"
Zuni, Joseph	"	"
Antonio, Santana	"	"
Barela, Julia	"	"
Chavez, Gladys	"	"
Garcia, Juanalita	"	"
Hashkaya, Marie Louise	"	"
Vallo, Beatrice	"	"
Benavides, Samuel	Pueblo	Abiquiu, New Mexico
Gallegos, Hilario	"	"
" Nasario	"	"
Garcia, Benjamin	"	"
" Carlos	"	"
Martinez, Francisco	"	"
" Vidal	"	"
Sandoval, Olivar	"	"
Vialpando, Merejildo	"	"
Garcia, Bernardita	"	"
Martinez, Benedicta	"	"
" Edna	"	"
Martinez, Emma	"	"
" Geronima	"	"
Quintana, Refugia	"	"
Sanchez, Frances	"	"
" Olebama	"	"
" Genara	"	"
Sandoval, Adelaida	"	"
Suazo, Aurelia	"	"

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Pupils enrolled in Santa Fe, New Mex. *nonreservation school during current fiscal year.*

NAME. (Group pupils by reservations.)	TRIBE.	SUPERINTENDENCY, OR WHEN UNKNOWN, GIVE POST OFFICE, COUNTY, AND STATE.
Suazo, Cristina	Pueblo	Abiquiu, New Mexico
" Dorotea	"	"
" Porfiria	"	"
Balatchu, Margaret	Apache	Mescalero
Doaskada, Minnie D.	"	"
Lester, Grace	"	"
Little, Martina	"	"
Martin, Bertha	"	"
Tissnolthtos, Una	"	"
Little, Pablo	"	"
Cöoshe, Tom	Pueblo	Zuni
Humpekja, George	"	"
Lateice, Paul	"	"
Lewis, Billy	"	"
Mootsa, Lyman	"	"
Beka, Irene	"	"
Salatee, Minnie	"	"
Kobotie, Fred	Hopi	Moqui
Polelonema, Otis	"	"
Sassie, Jason	"	"
Sequaftewa, Rex	"	"
Tawi, Steve Honani	"	"
George, Clifford	Wyandotte	C/o Betty Diven, Albuquerque
Senna, Frank (out now)	Cherokee	C/o Emma Cormey, Gallup, NM.
" Consuelo (")	"	"
Love, Manona	Kiowa	Kiowa
Jesus, Anna de	Apache	Jicarilla
Roberts, Rush	Pawnee	Pawnee
Saenz, Manuel G., Jr.	"	"
Howell, Carmel	"	"
" Lida	"	"
Roberts, Vivian	"	"
Saenz, Delfina	"	"
Beecher, Komura	Ute	Ute Mountain
Stacker, Herbert	"	"
Clark, Alice	"	"
" Nudza	"	"
Kingsley, Jessie	"	"
Adams, Albert	"	Southern Ute
Richards, Frank	"	"
Box, Alma	"	"
" Florence	"	"
" Marjorie	"	"
Watts, Daisy	"	"
" Lucile	"	"
Apodaca, Manuel	Navajo	Palma, New Mex.

10a

Pupils enrolled in Santa Fe, New Mex. *nonreservation school during current fiscal year.*

NAME. (Group pupils by reservations.)	TRIBE.	SUPERINTENDENCY, OR WHEN UNKNOWN, GIVE POST OFFICE, COUNTY, AND STATE.
Atencio, Benjamin	Navajo	Palma, New Mexico
" Eduardo	"	"
" Max	"	"
Becker, Manuel	"	Los Cerrillos, N.M.
Garcia, Jose Arturo	"	Conejos, Colorado
" " Romualdo	"	"
Gallegos, German	"	Abiquiu, New Mex.
Gonzalez, Cruz	"	Palma, New Mexico
Montano, Francisco	"	"
" Pedro	"	"
Moya, Alfredo	"	Coyote, New Mexico
" Avelino	"	"
Roessler, Carlos	"	Buckman, New Mexico
" Frank	"	"
Dominguez, Anamaria	"	Palma, New Mexico
Gallegos, Carlota	"	Abiquiu, New Mexico
Montano, Juanita	"	Palma, New Mexico
Roessler, May	"	Buckman, New Mexico

NOTE - Nearly all of the children listed in the foregoing with mere postoffice address opposite their names are ineligible to attend this school under the regulations of July 29, 1919. However, they were admitted for a three-year period in the fall of 1918 and are entitled to attend here another year. I don't know that I shall let them do even that. I may arrange for them to withdraw this fall, although they are a lot of good pupils and I should be sorry to lose them. Perhaps half of them are already out for good; so that although the foregoing list is rather formidable, it need not be an occasion for any anxiety.

J. D. Huff

Superintendent.

6—4486

STATISTICAL.

SECTION IV.—SCHOOLS—Continued.

1920 Santa Fe Indian School.

Reservation.

5. White children enrolled in Indian schools under your jurisdiction: 0

6. Pupils:

(a) Number of desertions during the year: 32

(b) Number of graduates (Finished our highest Grade - 2nd Yr.Voc.): 6

(c) Number of returned students on the reservation (Not applicable here):

7. Number of grades maintained in academic work (Beginners & I to VIII inc.): 9

8. Employees:

(a) Number of changes during past year: 25

(b) If your duties involved both agency and school work, state proportionate amount of time devoted to school work: School work only.

(c) Number of representatives of Indian Office who have visited your jurisdiction during the current fiscal year ending June 30: 5

9. Number of Indian children within reach of Government, mission, or public schools: (not applicable here)

10. Give below the number of Indian children from other jurisdictions enrolled in schools under your jurisdiction:

Name of school.	Jurisdiction from which enrolled.	(1) Enrollment.	(2) Average attendance.
Santa Fe Non-Reserva-	N.Pueb.Day Schools	285	185
	S. " " "	178	147
tion Boarding	Mescalero	7	7
	Zuni	7	3
	Moqui	5	3
	Jicarilla	1	½
	Pawnee	6	4
	Ute Mt.	5	4
	South. Ute	7	4½
	* Indians not enrolled on Reservations	46	38
		488	396

* The presence of these children at this school, although contrary to the regulations of July 29, 1919, is explained at the close of the Sheet 10a table in this annual report.

Total

STATISTICAL.

SECTION IV.—SCHOOLS—Continued.

1920 Santa Fe, New Mex. Reservation.

NOT APPLICABLE HERE

11. All public schools:

(a) Names	Location. (Make this definite)	Number Indian children within 2 miles.	Number whites enrolled.	Number Indians enrolled.	Tuition rate paid in U. S.
Total				a	

(b) Total number Indian children in public schools:

Current Fiscal Year.	For whom tuition paid.	For whom not paid.	Total.
	a	a	a

(c) If Indian children are not received in any public schools, why are they excluded?

(d) Is their attendance therein regular? If not, why?

(e) If the personal condition of any Indian children prevents their being willingly received by the public schools, what remedy is practicable?

a Indians in public schools should agree with number reported in queries 4 (h) and 4 (i) col. 2, page 10.

STATISTICAL.

SECTION IV.—SCHOOLS—Continued.

1920

Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE Reservation.

11. Indian children who are ineligible to attend schools for normal children, because of mental or physical defect:

Name of pupil.	Disease or defect.									
	Tuberculosis.	Trachoma.	Impaired vision.	Blind.	Deaf and mute.	Crippled.	Incorrigible.	Feebleminded	Insane.	Others (name them).
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
Total										

NOTE.—Indicate the disease or defect of the pupil by marking (x) in designated column.

STATISTICAL.

SECTION IV.—SCHOOLS—Continued.

Santa Fe Indian School.

Reservation.

12. Playground equipment:

Kind of apparatus.	Quantity. For girls.	Quantity. For boys.	Quantity. Total.	Cost.	
Volley ball	2			$	
Baseball		24			
Basket ball	2	2			
Handball					
Indoor baseball					
Hockey					
Tennis	4	racquets			
Lacrosse					
Croquet	1	set			
Giant strides	1				
Jump standards					
Swings					
Teeter ladders					
Ladders	1				
Portable seesaws	2				
Traveling or flying rings					
Horizontal or parallel bars					
Climbing pole					
Trapeze	1				
Slides					
(Other) foot ball, athletic prizes, etc. for boys and girls				135.47	
Total				135.47	

STATISTICAL.

SECTION IV.—SCHOOLS—Continued.

1920

NON-RESERVATION BOARDING SCHOOL
Santa Fe, New Mexico. Indian School.

Reservation.

13. Report on school libraries for the current fiscal year:

Name of school.	Number of books in library at end of last fiscal year.				Number of books purchased during current fiscal year. *				Circulation.			Amount expended during fiscal year.
	Text and reference.[a]	Literature.	Fiction.	Total.	Text and reference.	Literature.	Fiction.	Total.	Literature.	Fiction.	Total.	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
NON-RESERVATION BOARDING SCHOOL Santa Fe, New Mexico.	278	213	100	591	138	175	537	850	175	537	712	$282.65
Total												

* This includes a considerable number of books that were donated and also those that were transferred to this Library from the Carlisle School.

[a] This should include text and reference books actually placed in the school library and *not the text* and *supplementary books used in the class room every day.*

STATISTICAL.

Section V.—Industries.

Annual Report 1920 (Year.)

Santa Fe, New Mex.

NOT APPLICABLE HERE

_____ Indian School.

_____ Reservation.

1. Population of the reservation:

	(1) Allotted.	(2) Unallotted.	(3) Total.
(a) Minors, male (to 20, inclusive)			
(b) Minors, female (to 17, inclusive)			
(c) Adults, male (21 and over)			
(d) Adults, female (18 and over)			
(e) Total	a	a	a

2. Number of these physically and mentally sound:

(a) Minors, male (to 20, inclusive)			
(b) Minors, female (to 17, inclusive)			
(c) Adults, male (21 and over)			
(d) Adults, female (18 and over)			
(e) Total			

3. Total population June 30, current fiscal year:

(a) Distributed by tribes—

Tribe.	(1) Males.	(2) Females.	(3) Total.
Total			b

4. Number of Indians who wear modern attire _____

5. Number of Indians who are voters of the State _____

6. Number of Indians who are citizens of the United States _____

7. Number of Indians under your supervision who can speak the English language _____

8. Number of Indians under your supervision who can read and write the English language _____

a These figures must agree with the totals in column (9) page 16.
b The total in this space must be the same as the population shown by the census and in query 1, page 4.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

Santa Fe, New Mex.

1920 ..... Indian School.

..... Reservation.

NOT APPLICABLE HERE

POPULATION.

9. In addition to the census of the Indians under your jurisdiction, by names, give the following recapitulation of the population (including children away at school) as of June 30, current fiscal year, each tribe on a separate sheet, and a recapitulation of all the Indians under your jurisdiction:

..... Tribe, occupying ..... Reservation.

	Minors.			Adults.			Total.		
	(1) Able-bodied.	(2) Mentally or physically disabled.	(3) Total.	(4) Able-bodied.	(5) Mentally or physically disabled.	(6) Total.	(7) Able-bodied.	(8) Mentally or physically disabled.	(9) Total.
Allotted:									
(a) Males									
(b) Females									
(c) Total									[a]
Unallotted:									
(d) Males									
(e) Females									
(f) Total									[a]
Total:									
(g) Males									
(h) Females									
(i) Total									[a]

10. Distribute the above population as follows:

	(1) Males.	(2) Females.	(3) Total.
(a) Full-blood			
(b) Mixed, more than half Indian blood			
(c) Half, or less Indian blood			
(d) Total			[b]

[a] These figures must agree with those given on page 15, in answer to query 1.
[b] These figures must be the same as total under query 9 (i).

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1920 Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE Reservation.

10A. Living allotted Indians who have—	Full blood.	Mixed, More than half Indian blood.	Half, or less Indian blood.		Total.
			Adults.	Minors.	
Received trust or restricted fee patents					
Received patents in fee					
Received certificates of competency					
Total					a

10B. Total number of allotments of deceased Indians where land is held:

(a) In trust

(b) By restricted fee patents

10C. Total number of trust estates where the heirs have been determined by the Secretary of the Interior

10D. Total number of restricted fee estates where the heirs have been determined by the Secretary of the Interior

10E. Total number of fee patents issued allottees to June 30, current fiscal year:

(a) Under Declaration of Policy

(b) Under Competency Commission

(c) Upon original application

aThese figures must agree with those reported in column (9), query 9 (c), page 16.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

Santa Fe Indian School.

Reservation.

Distribution and character of land:

11. Reserved for school:

	(1) Acreage.	(2) Value per acre.	(3) Total value.
(a) Agricultural, now irrigated	50	$ 200.	$ 10,000
(b) Agricultural, not irrigated but susceptible thereof and for which there is apparent water supply			
(c) Agricultural, irrigation unnecessary			
(d) Total agricultural land (total of a, b, and c)	50		$10,000
(e) Grazing (open country)			
(f) Grazing (swamp)	56	10	560
(g) Timber land covered with pasture grass			
(h) Total grazing land (total of e, f, and g)	56		$560
(i) Swamp, nongrazing			
(j) Timber land not covered with pasture grass			
(k) Mineral land			
(l) Valuable for other purposes			
(m) Unfit for any purpose			
(n) Total, all classes (total of d, h, i, j, k, l, and m)	[a] 106		[a] $10560.00

[a] These figures must show the total acreage and value, respectively, of lands reserved for school purposes, and must be equal to the sum of acreage and value of school lands reported in query 1, pages 46 and 46 lettered.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1920

Santa Fe New Mex. Indian School.

NOT APPLICABLE HERE

Reservation.

12. Reserved for agency:

	(1) Acreage.	(2) Value per acre.	(3) Total value.
(a) Agricultural, now irrigated		$	$
(b) Agricultural, not irrigated but susceptible thereof and for which there is apparent water supply			
(c) Agricultural, irrigation unnecessary			
(d) Total agricultural land (total of a, b, and c)			
(e) Grazing (open country)			
(f) Grazing (swamp)			
(g) Timber land covered with pasture grass			
(h) Total grazing land (total of e, f, and g)			
(i) Swamp, nongrazing			
(j) Timber land not covered with pasture grass			
(k) Mineral land			
(l) Valuable for other purposes			
(m) Unfit for any purpose			
(n) Total, all classes (total of d, h, i, j, k, l, and m)	[a]		[a]

13. Allotted:

(a) Agricultural, now irrigated			
(b) Agricultural, not irrigated but susceptible thereof and for which there is apparent water supply			
(c) Agricultural, irrigation unnecessary			
(d) Total agricultural land (total of a, b, and c)	[b]		

[a] These figures must show the total acreage and value, respectively, of lands reserved for agency purposes and must be the same as the acreage and value of agency lands reported in query 2, page 47.
[b] These figures must agree with those reported in column (1), query 27 (e), page 25.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1920 Santa Fe New Mex. Indian School.

NOT APPLICABLE HERE Reservation.

13. Allotted—Continued.

	(1) Acreage.	(2) Value per acre.	(3) Total value.
(e) Grazing (open country)		$	$
(f) Grazing (swamp)			
(g) Timber land covered with pasture grass			
(h) Total grazing land (total of e, f, and g)	a		
(i) Swamp, nongrazing			
(j) Timber land not covered with pasture grass			
(k) Mineral land			
(l) Valuable for other purposes			
(m) Unfit for any purpose			
(n) Total, all classes (total of d, h, i, j, k, l, and m)	b		b

14. Unallotted:

(a) Agricultural, now irrigated			
(b) Agricultural, not irrigated but susceptible thereof and for which there is apparent water supply			
(c) Agricultural, irrigation unnecessary			
(d) Total agricultural land (total of a, b, and c)	c		
(e) Grazing (open country)			
(f) Grazing (swamp)			
(g) Timber land covered with pasture grass			
(h) Total grazing land (total of e, f, and g)	d		
(i) Swamp, nongrazing			
(j) Timber land not covered with pasture grass			
(k) Mineral land			
(l) Valuable for other purposes			
(m) Unfit for any purpose			
(n) Total, all classes (total of d, h, i, j, k, l, and m)	b		b

a These figures must agree with those reported in column (1), query 28 (e), page 25.
b These figures must show the total acreage and value, respectively, of allotted and unallotted lands, and must be the same as acreage and value reported in queries 7 and 8, page 54.
c These figures must agree with those reported in column (2), query 27 (e), page 25.
d These figures must agree with those reported in column (2), query 28 (e), page 25.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

Santa Fe Indian School.

Reservation.

15. Use of school and agency lands:

	(1) School lands (acres).	(2) Agency lands (acres).	(3) Total acres.
(a) Building sites			
(b) Under cultivation			
(c) Used for pasture			
(d) Used for corrals or yard			
(e) Used for other purposes (name purpose)— Santa Fe Indian Industrial School	106		106
(f) Unused			
(g) Total	a 106	a	106

16. Wagon roads on reservation:

	(1) On school lands.	(2) On agency lands.	(3) On Indian lands.	(4) Total on reservation.
Complete—				
(a) Miles of roads				
(b) Cost	$	$	$	$
In course of construction—				
(c) Miles of roads				
(d) Cost when completed	$	$	$	$
Total—				
(e) Miles of roads (total of a and c)				
(f) Cost (total of b and d)	$	$	$	$
Repaired during fiscal year—				
(g) Miles of roads repaired				
(h) Cost of repairs	$	$	$	$

17. Number, acreage, and value of school, agency, demonstration, and experimentation farms on the reservation:

Kinds of farms.	(1) Number of such farms.	(2) Acreage of such farms.	(3) Value per acre.	(4) Total value.
(a) School farms None save listed above and on page 17			$	$
(b) Agency farms				
(c) Demonstration farms				
(d) Experimentation farms				
(e) Total				

a These figures must agree with acreage reported under queries 11(n) and 12(n), pages 17 and 18.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

Santa Fe Indian School.

Reservation.

18. Persons employed during the year on school, agency, demonstration, and experimentation farms (if a person devoted only part of his time to the farm work, show only that part of his salary chargeable thereto):

Kinds of farms.	Regular.		Irregular.		Total.	
	(1) Number.	(2) Salary for the year.	(3) Number.	(4) Wages for the year.	(5) Number.	(6) Wages and salary.
(a) On school farms	2	$1500		$	2	$1500
(b) On agency farms						
(c) On demonstration farms						
(d) On experimentation farms						
(e) Total	2	$1500			2	$1500

19. Tools, agricultural implements, etc., on hand for use on school, agency, demonstration, and experimentation farms:

Kinds.	On school farms.		On agency farms.		On demonstration farms.		On experimentation farms.	
	(1) Quantity.	(2) Value.	(3) Quantity.	(4) Value.	(5) Quantity.	(6) Value.	(7) Quantity.	(8) Value.
(a) Machines, harvesting and threshing		$		$		$		$
(b) Plows, harrows, cultivators, etc.	37	453.78						
(c) Vehicles, wagons, buggies, sleighs, etc.	14	2584.43						
(d) Road machinery, scrapers, etc	1	5.70						
(e) Harness sets	12	273.55						
(f) Hand tools, rakes, shovels, hammers, etc.	285	197.75						
(g) Total value of above		$3515.21						
(h) Buildings, cellars, etc.	33	$165828.00						
(i) Live stock (draft animals)	10	875.00						
(j) Miscellaneous property		3868.58						
(k) Total of g, h, i, and j		174086.99						

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

Santa Fe Indian School.

Reservation.

20. Quantity and value of seeds and other materials (not including machinery, equipment, etc.) used on school, agency, demonstration, and experimentation farms:

Kinds of seed and materials.	Unit.	School farms. (1) Quantity.	School farms. (2) Value.	Agency farms. (3) Quantity.	Agency farms. (4) Value.	Demonstration farms. (5) Quantity.	Demonstration farms. (6) Value.	Experimentation farms. (7) Quantity.	Experimentation farms. (8) Value.
(a) Seeds			$ 91.80		$		$		$
(b) Trees, Bushes &									
(c) Flowers			52.15						
(d)									
(e)									
(f)									
(g)									
(h)									
(i) Total value			$143.95						

21. Products of boarding-school farms, orchards, etc.:

Products, such as stock, poultry, fruit, vegetables, grain, etc.	Unit.	Total raised. (1) Quantity.	Total raised. (2) Value.	Consumed. (3) Quantity.	Consumed. (4) Value.	Sold. (5) Quantity.	Sold. (6) Value.	On hand. (7) Quantity.	On hand. (8) Value.
(a)			$		$		$		$
(b)									
(c)									
(d) ***** SEE REVERSE									
(e)									
(f)									
(g)									
(h)									
(i) Total value			[a]		[a]		[a]		[a]

[a] Total of values consumed, sold, and on hand must equal total value raised.

Products raised.	Total raised		Consumed		Sold.		On Hand	
	quantity	value.	quan.	Val.	quan.	Val.	Quan.	
Field Peas	12 T.	168.	12	168.				
Alfalfa	2½ T.	35.	2½	35.				
Fodder	7 T.	35.	7	35.				
Silage	141 T.	186.25	141	186.25				
Vegetables	12832 #	384.96	all	384.96				
Milk	7771 Gal.	4662.60	all	4662.60				
Eggs	590 Dz.	315.30	all	315.30				
Fruit	5000 #	250.	all	250.				
Beans	2500 #	125.	all	125.				
Corn	60 Bu.	190.	all	190.				
Popcorn	100 #	10.	all	10.				
Bread	86730 Loaves	8673.	all	8673.				
Pies	1428 No.	294.60	all	294.60				
Gingerbread	165 Pans	82.50	all	82.50				
Cornbread	3729 "	1012.70	all	1012.70				
Rolls	481 Dz.	72.15	all	72.15				
Canned fruit	401 Gal.	400.50	all	400.50				
Calves	(8 No.	160.)					(8	160.
Pigs	(1 "	25.)					(1	25.
Pigs	5 No.	50.					5	50.
Milk	2420 Qts.	363.			2420	363.00		
Pork	355 #	71.			355.	71.00		
Vegetables	719 #	21.57			719	21.57		
		$17588.13		$16897.56		$455.57		235.00

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1920

Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE

Reservation.

22. Products of day-school farms, orchards, etc.:

Products, such as stock, poultry, fruit, vegetables, grain, etc.	Unit.	Total raised.		Consumed.		Sold.		On hand.	
		(1) Quantity.	(2) Value.	(3) Quantity.	(4) Value.	(5) Quantity.	(6) Value.	(7) Quantity.	(8) Value.
(a)			$		$		$		$
(b)									
(c)									
(d)									
(e) Total value			[a]		[a]		[a]		[a]
(f) Total both boarding and day schools (21 (i) + 22 (e))			see reverse pge 22						

23. Products of agency farm, orchard, etc.:

Products, such as stock, poultry, fruit, vegetables, grain, etc.	Unit.	Total raised.		Consumed.		Sold.		On hand.	
		(1) Quantity.	(2) Value.	(3) Quantity.	(4) Value.	(5) Quantity.	(6) Value.	(7) Quantity.	(8) Value.
(a)			$		$		$		$
(b)									
(c)									
(d)									
(e) Total value			[a]		[a]		[a]		[a]

24. Products of demonstration farm (separate from school or agency farm):

Products, such as stock, poultry, fruit, vegetables, grain, etc.	Unit.	Total raised.		Consumed.		Sold.		On hand.	
		(1) Quantity.	(2) Value.	(3) Quantity.	(4) Value.	(5) Quantity.	(6) Value.	(7) Quantity.	(8) Value.
(a)			$		$		$		$
(b)									
(c)									
(d)									
(e) Total value			[a]		[a]		[a]		[a]

25. Products of experimentation farm:

Products, such as stock, poultry, fruit, vegetables, grain, etc.	Unit.	Total raised.		Consumed.		Sold.		On hand.	
		(1) Quantity.	(2) Value.	(3) Quantity.	(4) Value.	(5) Quantity.	(6) Value.	(7) Quantity.	(8) Value.
(a)			$		$		$		$
(b)									
(c)									
(d)									
(e) Total value			[a]		[a]		[a]		[a]

[a] Total of values consumed, sold, and on hand must equal total value raised.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

Santa Fe Indian School.

Reservation.

26. Articles fabricated in shops and sewing rooms at[a] Santa Fe Indian School, N.M.
(Insert name of school or agency.)

Articles.	Quantity made.	Value of material used.	Market value of manufactured articles.	Used.		Sold.		On hand.	
				Quantity.	Value.	Quantity.	Value.	Quantity.	Value.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Dresses School	711		$2028.50	all	$2028.50		$		$
Dresses Unifiform	64		960.	all	960.				
Gowns	167.		167.	"	167.				
Towels	2006		300.90	"	300.90				
Middies	65		97.50	"	97.50				
San. Napkins	152		38.	"	38.				
Pants boys	56		334.50	"	334.50				
Garters	155	Pr.	15.50	"	15.50				
Coats Cord.	10		150.	"	150.				
Aprons	252		426.	"	426.				
Shoes	23		39.	"	39.				
Caps	24		2.40	"	2.40				
Cases Book	5		10.					5	10.00
Sheets	475		356.25	"	356.25				
Capes	149.		2235.	"	2235.				
Cases Pillow	401		200.50	"	200.50				
Total value[b]			7361.05		$7351.05				10.00

[a] See Abstract C, quarterly property accounts, Form 5-003, for current year.
[b] The sum of the value used, sold, and on hand must agree with market value of manufactured articles.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1920. Santa Fe. New Mex. Indian School.

NOT APPLICABLE HERE Reservation.

27. Acreage of agricultural lands:

	(1) Allotted.	(2) Unallotted.	(3) Total.
(a) Acres agricultural lands cultivated by Indians			
(b) Acres agricultural lands used by Indians for grazing purposes			
(c) Acres agricultural lands leased			[a]
(d) Acres agricultural lands not used for any purpose			
(e) Total	[b]	[b]	

28. Acreage of grazing lands:

(a) Acres grazing lands used by Indians for grazing purposes			
(b) Acres grazing lands used by Indians for other purposes			
(c) Acres grazing lands leased			[a]
(d) Acres grazing lands unused			
(e) Total	[c]	[c]	

29. Total acreage used by Indians for grazing purposes (total of 27 (b) and 28 (a)):

(1) Allotted lands.	(2) Unallotted lands.	(3) Total.

30. Indians farming for themselves:

	ALLOTTED.		UNALLOTTED.		LEASED OR RENTED.	
	(1) Number.[d]	(2) Acreage.	(1) Number.[d]	(2) Acreage.	(1) Number.[d]	(2) Acreage.
(a) Allotted Indians						
(b) Unallotted Indians						
(c) Total						

[a] Sum of these figures must equal total acreage leased, as reported in query 38 (a), (b), (c), and (f), page 28.
[b] These figures must agree with those reported under queries 13 (d) and 14 (d), respectively, pages 18 and 19.
[c] These figures must agree with those reported under queries 13 (h) and 14 (h), respectively, page 19.
[d] Number Indians must not be duplicated.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

Santa Fe, New Mex.

1920 ---------- Indian School.

NOT APPLICABLE HERE ---------- Reservation.

31. Crops raised by Indians and value thereof (garden truck may be combined as miscellaneous):

Kinds.	Unit.	On allotted lands. (1) Quantity.	On allotted lands. (2) Value.	On unallotted lands. (3) Quantity.	On unallotted lands. (4) Value.	Total. (5) Quantity.	Total. (6) Value.
(a)			$		$		$
(b)							
(c)							
(d)							
(e)							
(f)							
(g)							
(h)							
(i) Total value							[a]

32. Disposition of above crops:

(a) Value of crops consumed by the Indians ---------- $

(b) Value of crops sold by the Indians ----------

(c) Value of crops remaining on hand ----------

(d) Total ---------- [a]

33. Largest acreages farmed by individual Indians:

(1) Name of Indian.	(2) Degree of Indian blood.	(3) Age.	(4) Acreage farmed.	(5) Principal crops raised.	(6) Value of crops raised.
					$

[a] These figures must agree.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

Santa Fe, New Mex. Indian School.

1920

NOT APPLICABLE HERE Reservation.

34. Number of acres under ditch:

	(1) From wells.	(2) From other systems.	(3) Total.
(a) Allotted lands			
(b) Unallotted lands			
(c) Total			[a]

35. Number of acres under ditch, distributed as follows:

	(1) For farming.	(2) For grazing.	(3) Other purposes.	(4) Total.
Used by Indians—				
(a) Allotted lands				
(b) Unallotted lands				
(c) Total				
Used by lessees—				
(d) Allotted lands				
(e) Unallotted lands				
(f) Total				
Not used—				
(g) Allotted lands				
(h) Unallotted lands				
(i) Total				
Total acreage under ditch:				
(j) Allotted lands				
(k) Unallotted lands				
(l) Total				[a]

36. Acreage susceptible of farming without irrigation:

Used by Indians—				
(a) Allotted lands				
(b) Unallotted lands				
(c) Total				
Used by lessees—				
(d) Allotted lands				
(e) Unallotted lands				
(f) Total				
Not used—				
(g) Allotted lands				
(h) Unallotted lands				
(i) Total				
Total acreage susceptible of farming without irrigation—				
(j) Allotted lands				
(k) Unallotted lands				
(l) Total				

[a] These figures must agree.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1920 Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE Reservation.

37. Acreage of allotments:

	(1) Number of allotments.	(2) Acreage of allotments.
(a) Total allotments on reservation and acreage		
(b) Worked or used by Indians		
(c) Not used by Indians		

38. Acreage under lease or permit, and income paid in cash, or improvements, during the current fiscal year:

	(1) ALLOTTED LANDS.				(2) UNALLOTTED LANDS.		
	(1) Number.	(2) Number of allotments.	(3) Acres.	(4) Rental.	(5) Number.	(6) Acres.	(7) Rental.
(a) Farming leases				$			$
(b) Grazing leases							
(c) Grazing permits							
(d) Mining—							
(1) Coal and asphalt							
(2) Oil and gas							
(3) Other minerals							
(e) Name other purposes—							
(f) Improvements for—							
(1) Farming leases[a]				[b]			[b]
(2) Grazing[a]				[b]			[b]
Total							

39. Allotments under lease:

	(1) Number.	(2) Acreage.	(3) Total revenue.
(a) Through departmental control			$
(b) By Indians direct with departmental permission			
(c) By Indians direct without departmental permission			
Total			

40. Number of Indian traders licensed to do business on the reservation:

(a) Indians (full-blood)	
(b) Indians (mixed-blood)	
(c) Whites	
(d) Total	

[a] Should not be included above, in (a) and (b).
[b] If actual figures can not be supplied, give estimated figures.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

Santa Fe Indian School.

Reservation.

41. Number of Indians engaged in live-stock industry as principal means of support:
   (a) Allotted Indians
   (b) Unallotted Indians
   (c) Total

42. Number of Indians owning stock as only partial means of support or for farm or home use:
   (a) Allotted Indians
   (b) Unallotted Indians
   (c) Total

43. Number of families having milch cows and using them as such

44. Stock on the reservation June 30, current fiscal year, belonging to the United States:

	AGENCY.[a]		SCHOOL.[a]		TOTAL.	
	(1) Number.	(2) Value.	(3) Number.	(4) Value.	(5) Number.	(6) Value.
(a) Bees (colonies)		$		$		$
(b) [illegible] Pigs			42	350.00	42	350.00
(c) Bulls			1	175.00	1	175.
(d) Burros			3	30.	3	30.
(e) Cows and heifers			11	1535.00	11	1535.00
(f) Goats						
(g) Hogs and pigs						
(h) Horses			3	225.	3	225.
(i) Jacks						
(j) Mares						
(k) Mules			4	620.	4	620.
(l) Rams and wethers						
(m) Sheep (ewes)						
(n) Stallions (pony)						
(o) Stallions (large)						
(p) [illegible] Calves			9	235.00	9	235.
(q) Poultry—						
(1) Chickens			116	100.92	116	100.92
(2) [illegible] Baby Chicks			300	54.00	300	54.
(3) Geese						
(4) Turkeys						
(r) Other kinds, if any—						
Total value				$3[illegible]4.92		$3[illegible]4.92

[a] Only stock *used* for agency and school purposes should be classed under these headings; tribal stock should be shown in query (B) page 30.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1920

Santa Fe, New Mex.
_____ Indian School.

NOT APPLICABLE HERE

_____ Reservation.

45. Stock on the reservation June 30, current fiscal year:

(A) Belonging to individual Indians—

	Allotted Indians.		Unallotted Indians.		Total.	
	(1) Number.	(2) Value.	(3) Number.	(4) Value.	(5) Number.	(6) Value.
(a) Bees (colonies)		$		$		$
(b) Boars						
(c) Bulls						
(d) Burros						
(e) Cows and heifers						
(f) Goats						
(g) Hogs and pigs						
(h) Horses						
(i) Jacks						
(j) Mares						
(k) Mules						
(l) Rams and wethers						
(m) Sheep (ewes)						
(n) Stallions (pony)						
(o) Stallions (large)						
(p) Steers						
(q) Poultry—						
(1) Chickens						
(2) Ducks						
(3) Geese						
(4) Turkeys						
(r) Other kinds, if any—						
_____						
_____						
_____						
_____						
Total value						[a]

(B) Belonging to the tribe—

	(1) Number.	(2) Value.
(a) Bulls		$
(b) Cows and heifers		
(c) Steers		
(d) Horses		
(e) Mares		
(f) Stallions		
(g) Mules		
(h) Sheep		
(i) Goats		
(j) _____		
(k) _____		
Total value		[b]

[a] These figures must agree with those under query 8 (1), page 54.
[b] These figures must agree with those under query 7 (h), page 54.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1920

Santa Fe, New Mex.

NOT APPLICABLE HERE

_____ Indian School.

_____ Reservation.

46. Stock belonging to Indians sold for slaughter or other purposes and slaughtered by Indians June 30, current fiscal year:

	Sold.		Slaughtered by Indians.		Total.	
	(1) Number.	(2) Value.	(3) Number.	(4) Value.	(5) Number.	(6) Value.
(a) Bees (colonies)		$				$
(b) Boars				$		
(c) Bulls						
(d) Burros						
(e) Cows and heifers						
(f) Goats						
(g) Hogs and pigs						
(h) Horses						
(i) Jacks						
(j) Mares						
(k) Mules						
(l) Rams and wethers						
(m) Sheep (ewes)						
(n) Stallions (pony)						
(o) Stallions (large)						
(p) Steers						
(q) Poultry—						
(1) Chickens						
(2) Ducks						
(3) Geese						
(4) Turkeys						
(r) Other kinds, if any—						
Total value						

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1920 Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE ..... Reservation.

47. Stock on the reservation June 30, current fiscal year, belonging to lessees:

	On allotted land		On unallotted land.		Total.	
	(1) Number.	(2) Value.	(3) Number.	(4) Value.	(5) Number.	(6) Value.
(a) Bees (colonies)		$		$		$
(b) Boars						
(c) Bulls						
(d) Burros						
(e) Cows and heifers						
(f) Goats						
(g) Hogs and pigs						
(h) Horses						
(i) Jacks						
(j) Mares						
(k) Mules						
(l) Rams and wethers						
(m) Sheep (ewes)						
(n) Stallions (pony)						
(o) Stallions (large)						
(p) Steers						
(q) Other kinds, if any—						
Total value						

48. Stock on reservation at close of fiscal year belonging to Government employees:

(1) Names of employees.	Used wholly for private purposes.				Used wholly or partly for Government purposes.			
	(2) Kinds owned (horses, cows, etc.).	(3) Number owned.	Cost for year's maintenance. (4) To Government.	Cost for year's maintenance. (5) To owner.	(6) Kinds owned (horses, cows, etc.).	(7) Number owned.	Cost for year's maintenance. (8) To Government.	Cost for year's maintenance. (9) To owner.
			$	$			$	$
Total								

STATISTICAL.

Section V.—Industries—Continued.

Santa Fe Indian School.

Reservation.

49. Stock purchased during current fiscal year:

	For Government.[a]		For Indians.[b]		Total.	
	(1) Number.	(2) Value.	(3) Number.	(4) Value.	(5) Number.	(6) Value.
(a) Boars		$		$		$
(b) Bulls						
(c) Calves						
(d) Cows						
(e) Geldings						
(f) Goats						
(g) Heifers						
(h) Hogs						
(i) Jacks						
(j) Mares						
(k) Mules						
(l) Oxen						
(m) Pigs	1	25.00			1	$25.00
(n) Ponies						
(o) Rams						
(p) Sheep						
(q) Stallions						
(r) Steers					300	$54.00
Baby Chicks (s) Other kinds	300	54.00			54.	
Total value		79.00				$79.00

[a] Stock shown in these columns should agree with stock purchased as shown on abstracts *A* and *B* quarterly property accounts, with exception of animals purchased for subsistence.

[b] Stock purchased by or for Indians with personal or individual or reimbursable funds, or for issue to Indians with Government funds.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

MISCELLANEOUS.

1920 Santa Fe, New Mex.

NOT APPLICABLE HERE ..... Indian School.

Crops raised by Indians and value thereof (show each product separately):

KINDS.	ACREAGE.	UNIT.	YIELD.		VALUE.	
			TOTAL.	PER ACRE.	TOTAL.	PER ACRE.
(a)						
(b)						
(c)						
(d)						
(e)						
(f)						
(g)						
(h)						
(i)						
(j) Total	(a)				(a)	

SUPPLIES AND TRANSPORTATION.

	Weight, lbs.	Value.
1. Supplies purchased through warehouses		$
2. Supplies purchased otherwise by superintendents of schools		
3. Amount expended for wagon transportation		

TRAFFIC IN INTOXICANTS AMONG INDIANS.

	(1) By Indians.	(2) By whites.	(3) Total.
(a) Cases of introduction			
(b) Cases of sale, gift, barter, etc.			
Total			

CITIZENSHIP ATTAINED THROUGH MILITARY OR NAVAL SERVICE.

(a) Number of Indian soldiers and sailors who have attained citizenship under the Act of Congress cited in Indian Office Circular No. 1587 .....

(On the reverse side of this sheet give their names, allotment numbers, date when, and place where they were so admitted to citizenship.)

a These figures must agree with those reported under queries 30 and 31, respectively, pages 25 and 26.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

Santa Fe, New Mex.

1920 ---------- Indian School.

NOT APPLICABLE HERE ---------- Reservation.

50. Indians engaged in other industries, trades, or professions for themselves (not to include Indians employed by others):

	(1) Number of Indians in each industry.	(2) Quantity produced.	(3) Value of products produced.
(a) Basket making			$
(b) Beadwork			
(c) Blanket weaving			
(d) Lace making			
(e) Pottery			
(f) Fishing			
(g) Cutting and selling wood and timber			
(h) Others (name them)—			
Total			

51. Number of able-bodied adult Indians under your jurisdiction who support themselves by their own industry and thrift ----------

52. Number of able-bodied adult Indians other than above who make an effort at self-support but are not entirely self-supporting by their own industry and thrift ----------

(a) Number of these Indians who have sufficient individual Indian moneys or receive annuities sufficient to make up the deficiency for their support and not supplied by their own industry ----------

53. Number of able-bodied adult Indians who make no effort at self-support ----------

(a) Number of these Indians who have individual Indian moneys or receive annuities sufficient for their support ----------

54. Total of Nos. 52 and 53 ----------

55. Total of Nos. 52 (a) and 53 (a) ----------

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

L&E9

Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE Reservation.

56. Number of Indians to whom rations were issued and for which no labor was performed (not to include pupils at school):

	Males.		Females.		Total.	
	(1) Adults.	(2) Minors.	(3) Adults.	(4) Minors.	(5) Adults.	(6) Minors.
(a) Able-bodied						
(b) Mentally or physically disabled						
(c) Total						

57. Number of Indians to whom rations were issued in payment for labor performed:

Males.		Females.		Total.	
(1) Adults.	(2) Minors.	(3) Adults.	(4) Minors.	(5) Adults.	(6) Minors.

58. Number of Indians to whom cash was paid for labor in lieu of rations:

Males.		Females.		Total.	
(1) Adults.	(2) Minors.	(3) Adults.	(4) Minors.	(5) Adults.	(6) Minors.

59. Number of Indians to whom miscellaneous supplies were issued and for which no labor was performed (not to include pupils at school):

	Males.		Females.		Total.	
	(1) Adults.	(2) Minors.	(3) Adults.	(4) Minors.	(5) Adults.	(6) Minors.
(a) Able-bodied						
(b) Mentally or physically disabled						
(c) Total						

60. Number of Indians to whom miscellaneous supplies were issued in payment for labor performed:

Males.		Females.		Total.	
(1) Adults.	(2) Minors.	(3) Adults.	(4) Minors.	(5) Adults.	(6) Minors.

61. Number of Indians to whom cash was paid for labor in lieu of miscellaneous supplies:

Males.		Females.		Total.	
(1) Adults.	(2) Minors.	(3) Adults.	(4) Minors.	(5) Adults.	(6) Minors.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

Santa Fe, New Mex

1920 ..... Indian School

NOT APPLICABLE HERE ..... Reservation.

62. Quantity and value of rations issued during the current fiscal year:

Articles.	Unit.	To Indians described in query 56.		To Indians described in query 57.	
		(1) Quantity.	(2) Value.	(3) Quantity.	(4) Value.
			$		$
Total					

63. The amount of cash paid to Indians described in query 58 ..... $.....

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

Santa Fe, New Mex.

_____ Indian School.

1920

_____ Reservation.

NOT APPLICABLE HERE

64. Quantity and value of miscellaneous supplies issued during the current fiscal year:

Articles.	Unit.	To Indians described in query 59.		To Indians described in query 60.	
		(1) Quantity.	(2) Value.	(3) Quantity.	(4) Value.
			$		$
Total					

65. The amount of cash paid to Indians described in query 61 _____ $_____

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

Santa Fe, New Mex. Indian School.

1920

NOT APPLICABLE HERE Reservation.

66. Improvements on Indian lands:

Dwellings.	Constructed prior to current fiscal year.				Constructed during current fiscal year.			
	Log.	Frame.	Brick.	Adobe.	Log.	Frame.	Brick.	Adobe.
3 rooms or less								
4 or 5 rooms								
6 rooms or more								
Total								
Barns								

67. Number of above dwellings occupied by Indians

68. Number of above dwellings occupied by lessees

69. Water supply:

Total sources of water supply existing prior to current fiscal year.				Provided during fiscal year.		Number Indian families having water supply within ¼ mile of—			
Wells.	Improved springs.	Lakes.	Streams.	Wells.	Improved springs.	Wells.	Springs.	Lakes.	Streams.

70. Number sources of water supply contaminated or subject to contamination

71. Orchards:

Number trees now living which were—	Apple.	Peach.	Cherry.	Plum.	Fig.			
Planted current fiscal year								
Planted previous to current fiscal year								
Total								

STATISTICAL.

SECTION VI.—FORESTRY.

Annual Report 1920 (Year.)

Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE

Reservation.

1. Estimated forest resources June 30, current fiscal year:

	(1) Acreage.	(2) Board feet.	(3) Stumpage Value per M.	(4) Total value timber.
(a) Allotted lands			$	$
(b) Unallotted lands				
(c) Total				

2. Estimated value of timber lands, exclusive of timber, June 30, current fiscal year:

	(1) Acreage.	(2) Value per acre.	(3) Total value.
(a) Allotted lands		$	$
(b) Unallotted lands			

(c) Total value timber lands $

3. Estimated percentages of predominating species:

(1) Species.	(2) Estimated percentage.	(3) Species.	(4) Estimated percentage.
(a)		(d)	
(b)		(e)	
(c)		(f)	

4. Roads, fences, etc.:

	Built to date. (1) Number.	(2) Miles.	(3) Total cost.	Needed but not yet built. (1) Number.	(2) Miles.	(3) Estimated cost.
(a) Roads			$			$
(b) Trails						
(c) Fire lines						
(d) Telephone lines						
(e) Fences						
(f) Lookout stations						
(g) Cabins						
(h) Stables						
(i) Corrals						
(j) Total						

5. Number of private sawmills on the reservation ____ Total manufactured by them ____ Board feet.
   (a) Present value $
6. Number of Government sawmills on reservation ____ Present value $
   (a) Production for current year (not in value):
   Lumber ____ Shingles ____ Lath ____
   Total value all products $
7. Number of employees in forestry work
   (a) Total cost of operation for one year $

STATISTICAL.

SECTION VI.—FORESTRY—Continued.

1920 Santa Fe, New Mex.

_____ Indian School.

NOT APPLICABLE HERE _____ Reservation.

8. Total amount of timber cut during the current fiscal year:

	(A) Under contract from allotted lands—		(B) Under contract from unallotted lands—	
	(1) Amount.	(2) Stumpage value.	(3) Amount.	(4) Stumpage value.
(a) By Indians—				
Number feet B. M.		$		$
Number poles				
Number fence posts				
Cords firewood				
Cords pulp wood				
(b) By other persons—				
Number feet B. M.				
Number poles				
Number fence posts				
Cords firewood				
Cords pulp wood				

	(C) Under permit from allotted lands—		(D) Under permit from unallotted lands—	
	(1) Amount.	(2) Stumpage value.	(3) Amount.	(4) Stumpage value.
(a) By Indians—				
Number feet B. M.				
Number poles				
Number fence posts				
Cords firewood				
Cords pulp wood				
(b) By other persons—				
Number feet B. M.				
Number poles				
Number fence posts				
Cords firewood				
Cords pulp wood				

	(E) By Government from unallotted lands— (a) For use—		(E) By Government from unallotted lands— (b) For sale—	
	(1) Amount.	(2) Stumpage value.	(3) Amount.	(4) Stumpage value.
Number feet B. M.				
Number poles				
Number fence posts				
Cords firewood				
Cords pulp wood				

9. The relation of the existing local force, for handling all classes of business and for fire protection, is one man to _____ acres of forest.

10. Number of forest users and others available when called upon to help in case of fire _____

STATISTICAL.

SECTION VI.—FORESTRY—Continued.

1920 Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE

Fire Report: ..... Reservation.

	Class and number.			
	A.[a]	B.[b]	C.[c]	Total.
11. Fires originating on unallotted lands				
12. Fires originating on allotted lands inside of reservation boundaries				
13. Fires originating on allotted lands outside of reservation boundaries				
14. Fires originating outside of reservation boundaries and on non-Indian lands				
Total number of fires				

	Railroad.	Lightning.	Incendiary.	Brush burning.	Campers.	Sawmills.	Unknown.	Miscellaneous.	Total.
15. Causes of all fires reported									

16. ..... Damage from all fires:

Location of fires.	Area burned over.			Damage to timber, reproduction, and forage.[d]				
	Timbered.	Open.	Total.	Timber destroyed or damaged.		Reproduction value.	Forage value.	Total value.
				M B. F.	Value.			
	Acres.	*Acres.*	*Acres.*					
On unallotted lands					$	$	$	$
On allotted lands inside of reservation boundaries								
On allotted lands outside of reservation boundaries								
Total								

17. ..... Cost of fighting all fires:

Division of cost.	Temporary labor.	Guard and ranger labor.	Tools, supplies, transportation, etc.	Total cost.	Value of cooperation.
On unallotted lands	$	$	$	$	$
On allotted lands					
Total					

[a] Under Class A include camp fires and other small fires covering not more than a few square rods.
[b] Under Class B include small forest fires extinguished without special expense and covering generally not over 5 acres.
[c] Under Class C include large fires requiring extra help and expense.
[d] The amount and value of damaged cordwood may be included with the timber on a ratio of 1 cord=500 B. F.

STATISTICAL.

SECTION VII.—IRRIGATION.

Annual Report 1920 (Year.)

Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE Reservation.

(FOR RESERVATIONS WEST OF 100TH MERIDIAN.)

1. Give data regarding irrigable area of your reservation as outlined below:

	(1) Allotted land (acres).	(2) Unallotted land (acres).	(3) School land (acres).	(4) Agency land (acres).	(5) Total (acres).
(a) Total area susceptible of irrigation and for which there is apparent water supply, including that under project					
(b) Area under projects approved or investigated					a
(c) Area under other possible projects					a
(d) Area brought within service of ditches during the year					
(e) Total area within service of ditches June 30					
(f) Irrigated area leased					
(g) Area irrigated land cultivated by Indians during year					
(h) Irrigated area owned by whites					
(i) Number of Indians cultivating irrigated land					
(j) Irrigable area leased					
(k) Irrigable area sold					

(l) Number of allotments under ditch June 30, current fiscal year

(m) Number of allotments sold, under ditch June 30, current fiscal year

(n) Number of Indians benefited by irrigation (exclusive of wages)

2. Miles of ditches on reservation:

(a) Main

(b) Lateral

(c) Total

a Sum of these figures must equal total area susceptible of irrigation, column (5), query 1 (a).

STATISTICAL.

SECTION VII.—IRRIGATION—Continued.

Santa Fe, New Mex. Indian School.

Reservation.

3. Number of irrigation structures on reservation:

Kinds.	(1) Concrete.	(2) Masonry.	(3) Timber.	(4) Earth.	(5) Steel.	(6) Total.
Diversion dams						
Storage dams						
Total dams						
Headgates						
Drops						
Chutes						
Flumes						
Checks						
Waste gates						
Division boxes						
Bridges						
Culverts						
Siphons						

We have a tank on the place holding 500,000 gallons. When rainfall is slack, we fill that tankfrom the city water supply and use it for irrigation. We also have about 1/3 of our school farm so that it can part of the time be irrigated from the company ditch coming out of Santa Fe canyon.

4. What is the rainfall in inches on your reservation?

	Inches.		Inches.
(a) January		(g) July	
(b) February		(h) August	
(c) March		(i) September	
(d) April		(j) October	
(e) May		(k) November	
(f) June		(l) December	

(m) Total for year About 14 inches average annual railfall at Santa Fe station. Station about centrally located. Rainfall for 1st 1/2 of fiscal year was considerably heavier than usual.

5. Acreage and value of crops raised on irrigated lands:

	By Indians.		By Whites.	
	(1) Acreage.	(2) Value of product.	(1) Acreage.	(2) Value of product.
(a) Allotted land		[a]$		$
(b) Unallotted land		[a]		
(c) School land				
(d) Agency land				
(e) Total all lands				

[a] This sum is the value of products raised by irrigation, and should never exceed the value reported in query 31, page 26.

STATISTICAL.

SECTION VIII.—SALES.

Annual Report 1920 (Year.)

Santa Fe, New Mex.

_____ Indian School.

NOT APPLICABLE HERE

_____ Reservation.

1. Total number of Indians under your supervision ..... a _____

   (a) Total number of these Indians who have no allotted or inherited lands under governmental control and who have received their pro rata shares of all the trust funds of the tribes and their individual Indian moneys (this not to include those Indians who have never received allotments) ..... _____

   (b) Total number of Indians remaining under Federal jurisdiction (which should be No. 1 (a) subtracted from No. 1) ..... _____

2. Total number of patents in fee issued to June 30, current fiscal year:

	(1) Number.	(2) Acreage.
(a) For original allotments		
(b) For inherited lands		
(c) Total		

3. Total number of patents in fee issued during fiscal year:

(a) For original allotments		
(b) For inherited lands		
(c) Total		

4. Number of Indians who have received patents in fee for their entire allotment ..... _____

   (a) Acreage thereof ..... _____

   (b) Number of these Indians who have disposed of all their inherited lands or have not fallen heir to any ..... _____

5. Total acreage sold to June 30, current fiscal year:

	(1) Acreage.	(2) Amount received.
(a) Allotted land		$
(b) Unallotted land		
(c) Total		

6. Living unallotted Indians under your supervision ..... b _____

7. Living allotted Indians who have not received patents in fee for any part of their allotments ..... _____

8. Living allotted Indians who have received patents in fee for only part of their allotments ..... _____

9. Living allotted Indians who have received patents in fee for their entire allotment ..... _____

10. Total number living allotted Indians ..... b _____

11. Total all living Indians under your supervision ..... a _____

a These figures must agree with those reported in column (0), query 9 (i), page 10.
b The number of Indians unallotted and allotted should agree with those in query 1 (e), page 15.

STATISTICAL.

SECTION IX.—RECORDS.

Annual Report 1920 (Year.)

Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE

Reservation.

1. Give a statement showing area and description of all lands on the reservation reserved during current year for any purpose, date reserved, authority for reservation, organization for whom reserved, purpose of reservation, description of the land by legal subdivisions, sections, etc., and the area thereof.

(1) Date reserved.	(2) Authority for reservation.	(3) Organization.	(4) Purpose.	(5) Description.	(6) Area.	(7) Value.

2. Town sites on reservation established to date:

(1) Date of establishment.	(2) Authority for establishment.	(3) Description.	(4) Area.

STATISTICAL.

SECTION X.—GOVERNMENT PROPERTY.

Annual Report _____ (Year.)

Santa Fe Indian School.

_____ Reservation.

PROPERTY UNDER YOUR JURISDICTION BELONGING TO THE UNITED STATES.

1. School property:

Name or number of school Santa Fe Indian Industrial School

(List each school separately, for which extra sheets are sent, and letter the succeeding sheets a, b, c, etc.)

(a) School lands—

50@$200

[a] 106 acres; valued at $ 56 @$10 per acre — Total value. [a] $ 10560.00

(b) Buildings—

33 number of buildings at total value of — $ 165828

(c) Heating and power plants—

9 separate plants, supplying 14 buildings — 16000

* (d) Lighting system (kind Electric (Contract)) — $1500---Approx.

* (e) Water system (kind Gravity (Do)) — 2200--- Do

* (f) Sewer system (kind Gravity flush) — _____

(g) Total value of items b, c, d, e, and f (same must agree with the figures reported by you on Forms 5-366 and 5-366a) — $ 184528.00

(h) Value of furniture and fixtures — 15000.00

(i) Value of supplies on hand or in storehouse — 35291.76

(j) Value of equipment for industrial education, in shops, laundries, etc — 7500.00

(k) Value of live stock — [b] 3324.92

(l) Value of agricultural implements — 1500.00

(m) Value of tools and implements of other kinds — 250.00

(n) Value of miscellaneous property — 3858.68

(o) Total value of all property belonging to this school (total of items a, g, h, i, j, k, l, m, and n) — $261813.36

[a] The total acreage and value of school lands in queries 1, pages 46 and 46 lettered, must agree with figures reported in columns (1) and (3), query 11 (n), page 17.

[b] The total value of stock in queries (k), pages 46 and 46 lettered, must agree with value reported in column 4, query 44, page 29.

Not included above, because only approx. cost or valuation.

STATISTICAL.

SECTION X.—GOVERNMENT PROPERTY—Continued.

1920 Santa Fe, New Mex.

_____ Indian School.

NOT APPLICABLE HERE

_____ Reservation.

2. Agency property:

(a) Agency lands—

Total value.

[a] _____ acres; valued at $_____ per acre _____ [a] $_____

(b) Buildings—

_____ number of buildings at total value of _____ $_____

(c) Heating and power plants—

_____ separate plants, supplying _____ buildings _____ _____

(d) Lighting system (kind _____) _____

(e) Water system (kind _____) _____

(f) Sewer system (kind _____) _____

(g) Total value of items b, c, d, e, and f (same must agree with the figures reported by you on Forms 5–366 and 5–366*a*) _____

(h) Value of furniture and fixtures _____

(i) Value of supplies on hand or in storehouse _____

(j) Value of equipment for industrial education, in shops, laundries, etc _____

(k) Value of live stock _____ [b] _____

(l) Value of agricultural implements _____

(m) Value of tools and implements of other kinds _____

(n) Value of miscellaneous property _____

(o) Total value of all property belonging to this agency (total of items a, g, h, i, j, k, l, m, and n) _____

[a] These figures must agree with those reported in columns (1) and (3), query 12 (n), page 18.
[b] These figures must agree with those reported in column (2), query 44, page 29.

STATISTICAL.

SECTION X.—DISTRIBUTION OF GOVERNMENT PROPERTY.[a]

1920 Santa Fe, New Mexico Indian School.

NOT APPLICABLE HERE ---------- Reservation.

3. Administration (whatever is not classed under Health, Industries, and School):

	Total value.
(a) Lands used for administration purposes—	
---------- acres; valued at $---------- per acre	$----------
(b) Buildings—	
---------- number of buildings at total value of	$----------
(c) Heating and power plants—	
---------- separate plants, supplying ---------- buildings	----------
(d) Lighting system (kind ---------- ----------)	----------
(e) Water system (kind ----------)	----------
(f) Sewer system (kind ----------)	----------
(g) Total value of items b, c, d, e, and f	----------
(h) Value of furniture and fixtures	----------
(i) Value of supplies on hand or in storehouse [b]	----------
(j) Value of live stock	----------
(k) Value of vehicles	----------
(l) Value of miscellaneous property	----------
(m) Total value of all property used for administration purposes (total of items a, g, h, i, j, k, and l)	----------

[a] The total of all property reported on these six pages should equal that reported on pages 46, 46 lettered, and 47.
[b] Exclusive of supplies in school storerooms or storehouses.

STATISTICAL.

SECTION X.—DISTRIBUTION OF GOVERNMENT PROPERTY—Continued.

Santa Fe Indian School.

Reservation.

4. Health property:

		Total value.
(a) Building sites:		
____ acres; valued at $____ per acre		$____
(b) Buildings—		
1 number of buildings at total value of	$2500.00	
(c) Heating and power plants—		
____ separate plants, supplying ____ buildings		
(d) Lighting system (kind Electric)	Contract (Est.)	$1500.00
(e) Water system (kind Gravity)	Do (Spec.)	2280.00
(f) Sewer system (kind Flush & Gravity)		
(g) Total value of items b, c, d, e, and f		
(h) Value of furniture and fixtures		
(i) Value of drugs and medical supplies on hand		
(j) Value of live stock		
(k) Value of surgical instruments		$342.40
(l) Value of vehicles		
(m) Value of miscellaneous property		
(n) Total value of all property used for health purposes, a, g, h, i, j, k, l, and m		$2842.40

STATISTICAL.

SECTION X.—DISTRIBUTION OF GOVERNMENT PROPERTY—Continued.

1920 Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE Reservation.

5. Industries:

(1) Allotting [a]—

(a) Value of camp outfit ..... $.....

(b) Value of surveying instruments .....

(c) Value of furniture and fixtures .....

(d) Value of live stock .....

(e) Value of wagons and vehicles .....

(f) Value of tools and implements .....

(g) Value of miscellaneous property .....

(h) Total value of all property used for allotting service .....

(2) Irrigation [b]—

(a) Buildings—

..... number of buildings at total value of ..... $.....

(b) Value of inventory .....

1. Supplies on hand ..... $.....

2. Material (lumber, cement, etc.) .....

3. Equipment (plows, drills, machinery, etc.) .....

(c) Value of telephone equipment .....

(d) Value of miscellaneous property .....

(e) Total value of property used for irrigation .....

[a] If data are not available, procure same from allotting agent on reservation.
[b] If data are not available, procure same from engineer in charge of project.

STATISTICAL.

SECTION X.—DISTRIBUTION OF GOVERNMENT PROPERTY—Continued.

1920 Santa Fe, New Mexico Indian School.

SEE PAGE 46.

---------- Reservation.

5. Industries—Continued:

(3) Farming—

(a) Farm lands— Total value.

---------- acres; valued at $---------- per acre---------- $----------

(b) Buildings—

---------- number of buildings at total value of---- $----------

(c) Heating and power plants[a]—

---------- separate plants, supplying ---------- buildings--- ----------

(d) Lighting system [a] (kind----------) ----------

(e) Water system [a] (kind----------) ----------

(f) Sewer system [a] (kind----------) ----------

(g) Total value of items b, c, d, e, and f---------- ----------

(h) Value of furniture and fixtures---------- ----------

(i) Value of live stock---------- ----------

(j) Value of agricultural implements---------- ----------

(k) Value of tools and implements of other kinds---------- ----------

(l) Value of miscellaneous property---------- ----------

(m) Total value of all property used for farm purposes (total of items a, g, h, i, j, k, and l)---------- ----------

[a] If additional to general agency system.

STATISTICAL.

SECTION X.—DISTRIBUTION OF GOVERNMENT PROPERTY—Continued.

1920 Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE Reservation.

5. Industries—Continued.

(4) Forestry—

	Total value.
(a) Lands used for forestry quarters, cabins, etc., ____ acres; valued at $____ per acre	$____
(b) Buildings—	
____ number of buildings at total value of ____	$____
(c) Heating and power plants [a]—	
____ separate plants, supplying ____ buildings	____
(d) Lighting system [a] (kind ____)	____
(e) Water system [a] (kind ____)	____
(f) Sewer system [a] (kind ____)	____
(g) Total value of items b, c, d, e, and f	____
(h) Value of furniture and fixtures	____
(i) Value of live stock	____
(j) Value of surveying outfit	____
(k) Value of telephone equipment	____
(l) Value of miscellaneous property	____
(m) Value of sawmill plants	____
(n) Total value of property used for forestry purposes (total of items a, g, h, i, j, k, l, and m)	____

[a] If additional to general agency system.

STATISTICAL.

SECTION X.—DISTRIBUTION OF GOVERNMENT PROPERTY [a]—Continued.

1920 Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE Reservation.

6. School property:

(a) School lands— Total value.

106 acres; valued at $ ____ per acre $ 10,560

(b) Buildings—

32 number of buildings at total value of $ 163,328

(c) Heating and power plants—

____ separate plants, supplying ____ buildings 16,000

(d) Lighting system (kind ____) 1,500

(e) Water system (kind ____) 2,200

(f) Sewer system (kind ____)

(g) Total value of items b, c, d, e, and f 183,028.

(h) Value of furniture and fixtures (not included under j) 15,000

(i) Value of supplies on hand or in storerooms or in school storehouses 35,291.76

(j) Value of equipment for industrial education in shops, laundries, etc 7,500

(k) Value of live stock 3,324.92

(l) Value of agricultural implements in use 1,500.

(m) Value of tools and implements (not already given) 250.

(n) Value of miscellaneous property (not already given) 3,516.28

(o) Total value of all property belonging to this school (total of items a, g, h, i, j, k, l, m, and n) 259,970.96

[a] The total of all property reported on these six pages, should equal that reported on pages 46, 46 lettered, and 47.

STATISTICAL.

Section X.—Distribution of Indians' Property.

Santa Fe Indian School.

Reservation.

Property Under Your Jurisdiction Belonging to Indians.

7. Property belonging to tribe as a whole:

(a) Acreage of unallotted lands (see query 14 (n), page 19)

(b) Average value per acre, excluding timber thereon $

(c) Total value of unallotted lands, excluding timber thereon and including minerals [a] $

(d) Estimated stand of timber on tribal lands (see query 1 (b), page 39) bd. ft.

(e) Estimated value per M (see query 1 (b), page 39) $

(f) Total estimated value of timber on unallotted lands (see query 1 (b), page 39) [a]

(g) Tribal funds in Treasury (superintendents are not to fill in this space)

(h) Value of live stock belonging to tribe as a whole (see query 45 (B), page 30)

(i) Value of other property belonging to tribe

(j) Total value, tribal property

8. Property belonging to individual Indians:

(a) Total acreage of allotted lands (see query 13 (n), page 19)

(b) Average value per acre, excluding timber thereon $

(c) Total value of allotted lands, excluding timber thereon and including minerals [b]

(d) Estimated stand of timber on allotted lands (see query 1 (a), page 39) bd. ft.

(e) Average value of timber on allotted lands per M (see query 1 (a), page 39) $

(f) Total value of timber on allotted lands (see query 1 (a), page 39) [b]

(g) Individual Indian moneys in banks and in hands of disbursing officers, etc [c] 1164.02

(h) Estimated value of Indian homes, barns, corrals, etc

(i) Estimated value of furniture in Indian homes

(j) Estimated value of tools, agricultural implements, etc

(k) Estimated value of wagons, vehicles, etc

(l) Estimated value of live stock, poultry, etc. (see query 45 (A), page 30)

(m) Value of other property

(n) Total value individual Indian property $ 1164.02

[a] Sum of these figures must equal total value unallotted lands reported, query 14 (n), page 19.
[b] Sum of these figures must equal total value allotted lands reported, query 13 (n), page 19.
[c] These figures must agree with those submitted in account for fourth quarter of the fiscal year, exclusive of "Special deposits."

STATISTICAL.

SECTION X.—DISTRIBUTION OF TAXABLE INDIAN PROPERTY.

1920 Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE ..... Reservation.

9. Indians whose property is subject to taxation:

Name.	Valuation of taxable property.		Amount taxes assessed.
	Real.	Personal.	
	$	$	$

STATISTICAL.

SECTION XI.—EMPLOYMENT.

1920 Santa Fe, New Mex. Indian School.

_____ Reservation.

1. Indians employed by the Government as regular employees:

Positions.	Males employed.			Females employed.			Total.	
	Number.	Salaries or wages.	Earnings.	Number.	Salaries or wages.	Earnings.	Number.	Earnings.
Assistant Clerk		$	$	1	$ 660	$ 613.50	1	$615.50
Disciplinarian	1	840	730				1	730.
Asst. "	1	500	470.84				1	470.84
" Matrons				2	600 each	1025.	2	1025.00
Baker	1	600	600.				1	600.
Shoe&Harness Maker	1	660	660.				1	660.
Gardener	1	600	600.				1	600.
Tailor	1	500	500.				1	500.
Assistant	2	180 each	101.				2	101.
Laborer	1	480	304.				1	304.
Laborer				1	480	461.34	1	461.34
(Inc. Comp. Not included.)								
Total	9	[illegible]	3965.84	4	[illegible]	2099.84	13	6065.68

SECTION XI.—EMPLOYMENT—Continued.

Santa Fe Indian School.

Reservation.

2. Indians employed by the Government as irregular employees:

Character of work.	Males employed.			Females employed.			Total.	
	Number.	Salaries or wages.	Earnings.	Number.	Salaries or wages.	Earnings.	Number.	Earnings.
Construction and repair of buildings		$	$		$	$		$
Roads and bridges								
Irrigation work								
Forest work								
Allotting work								
Farming	36		209.25				36	209.25
Domestics				16		65.45	16	65.45
Total	36		209.25	16		65.45	52	$274.70

STATISTICAL.

SECTION XI.—EMPLOYMENT—Continued.

1920

NOT APPLICABLE HERE

Santa Fe, New Mex. Indian School.

Reservation.

3. Adult Indians employed by private parties:

Character of work.	Males employed.			Females employed.			Total.	
	Number.	Salaries or wages.	Earnings.	Number.	Salaries or wages.	Earnings.	Number.	Earnings.
Agricultural		$	$		$	$		$
Stock raising								
Forestry								
Construction work								
Railroad work								
Clerks								
Domestics								
Miscellaneous (name)								
Total								

STATISTICAL.

SECTION XI.—EMPLOYMENT—Continued.

Santa Fe Indian School.

Reservation.

4. Outing pupils and minor Indians employed by private parties:

Character of work.	Males employed.			Females employed.			Total.	
	Number.	Salaries or wages.	Earnings.	Number.	Salaries or wages.	Earnings.	Number.	Earnings.
Agricultural	60	$	$1993.89		$	$	60	$1993.89
Stock raising								
Forestry								
Construction work								
Railroad work								
Clerks								
Domestics				29	562.22		29	562.22
Miscellaneous (name)								
Total	60	1993.89		29	562.22		89	2556.11

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SANTA FE.
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1921

NARRATIVE

RETURN TO STATISTICS

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NON-RESERVATION BOARDING SCHOOL
Santa Fe, New Mexico

Annual Report
Narrative Section
1921

ORIGINAL

Section II

H E A L T H

The general health conditions during the year have been very satisfactory. There were no deaths at the school among the pupils. One pupil died at her home a few weeks after she was released from the school on account of failing health. There were a number of cases of pneumonia, but all of the pupils attacked recovered. Two employees died at the school hospital of this malady.

Notwithstanding the fact that various diseases have run riot all the past year in New Mexico, still we suffered very little from them at the school. There were a few cases of measles; one or two of varioloid; now and then a case of mumps; and one case of diphtheria.

As soon as the case of diphtheria appeared, I immediately ordered enough anti-diphtheria serum to treat every person on the grounds and then saw to it that every person got the treatment. In this way, we headed off any epidemic. At least, no other cases developed.

Our Hospital Building is really rather antiquated and poorly planned for giving the most modern and up-te-date attention to the sick. However, no doubt we shall have to put up with it until better times come.

The present corps of employees at the school is adequate for taking care of the health conditions.

NON-RESERVATION BOARDING SCHOOL
Santa Fe, New Mexico

Annual Report
Narrative Section Section III
1921

S C H O O L S

This was the best year of all since I came here three years ago last May. There were no disturbing influences of any consequence; as a result of which the pupils got into school early and stayed regularly on so that they were enabled to do a full year of work. There was very little sickness, so that only a very few of the pupils failed to do a year's work. The percentage of promotions this June was greater than ever before. This is due to a number of things. First, on account of the very gratifying cooperation of Messrs. Horace J. Johnson and Leo Crane, Superintendents of the Northern and Southern Pueblos jurisdictions respectively, the pupils due to resume or begin work in this school last fall arrived at the school without very much, if any, loss of time; so that they were given a full year of work and study. Prior to that time, it had been the custom of the Indians to let their children get back into school when the fiestas were all over and when there wasn't anything else to be attended to. The compulsory attendance regulations promulgated in the spring of 1921 are going to simplyfy matters very materially. However, Messrs. Johnson and Crane rather had that matter all threshed out with their respective Indians even before those regulations came out. Second, the generally favorable health conditions prevailing throughout the year enabled pupils to get in a year's study and work. Third, the average age of pupils the past year was, I think, a little higher than theretofore, as well as the average period of time spent in school prior to coming here; so that the pupils' knowledge of English was, upon the whole, a little more favorable than in former years. Then, too, I think I may, without boasting, take to myself some credit for having aroused in the minds of a good many of the pupils a real ambition to get up in the grades as high as possible. It has been my steady aim to overcome the apparent stolid indifference of the Indian on the subject of his advancement in school, and I feel that I have gained some ground in this direction. In this connection, attention is respectfully invited to my Report on Promotions submitted on Form 5-296 under date of June 24, 1921.

Both the academic and the industrial instruction was given along the lines laid down in the Tentative Course of Study. For girls: Cooking, sewing, laundering, nursing, general housekeeping, and a little something along the lines of poultry-raising. For boys: Farming, gardening, dairying, carpentry, blacksmithing, painting, plumbing and steamfitting, shoe and harness repairing, tailoring, baking, etc. Our work here does

not extend beyond Second Year Vocational. That is, we offer as far as the equivalent of the Grade VIII of the common schools.

The needs of the school have been pretty fully set forth in my reply, dated June 27, 1921, to Indian Office Circular No. 1681. To make any further comment on this subject would be to merely repeat what I wrote in this connection in my annual report of a year ago. The conditions detailed there have not improved and we need at this time exactly what we needed then. I may add that we need those things more now than a year ago.

We have no real graduates at this school. I have already stated that the highest grade offered here is Second Year Vocational. So few pupils continue beyond that point that it is more in the interest of ecomomy to transfer them to some other school having large classes in 3rd and 4th yrs. vocational.

Our school facilities and equipment are reasonably adequate, so that there is no reason for contemplating any change or radical departure from what has hitherto obtained

Most of the books on the authorized list are as well adapted to the needs of the Indian Schools as are any books available and obtainable. However, as I stated a year ago, the Harrington books for Non-English Speaking people, the Graded Classics readers, all the Riverside readers, everything bearing the name of Wooster, all the Frye Geographies, and the Davison Physiologies could be dropped off the authorized list without any loss to the Indian Service.

As regards loyalty and efficiency upon the part of employees, attention is respectfully invited to my report of May 1, 1921, on Character and Efficiency of Employees. In so far as loyalty to our Goverment and Country is concerned, I think every one has fulfilled all the requirements. As regards efficiency, there have been a few cases which left a good deal to be desired. The worst was the case of Louis Rulo, an Otoe Indian, our assistant disciplinarian, who went to pieces morally a few months ago and is now in jail awaiting trial on a charge of forgery.

We try to make, and I believe we are making, the work at this school something specially adapted to meet the most urgent needs of the Indians. What the girls most need to know is something of up-to-date methods in cooking, housework, home care of the sick, and sanitation or general preventive measures with regard to sickness. Our pupils all come from plant-produding

and stock-raising communities, so that what the boys most need is something along the line of up-to-date methods in farming, gardening, and the care and breeding of farm animals. These lines are what we have laid greatest emphasis upon, without, however, neglecting to give appropriate instruction in various lines of mechanic arts, such as carpentry, blacksmithing, shoe and harness repairing, plumbing and steam fitting, steam heating, electrical wiring, etc.; so that, in case a boy chooses to detach himself from the Indian domain and go out into the world to make a living, he may be able to give a good account of himself.

The total expenditures for 1921 were a few thousand dollars in excess of those of any previous year, for the reason that prices continued to soar up to about three months prior to the close of the Fiscal Year. Then, too, the number of children present throughout the year - that is, the average daily attendance- was greater by several points than ever before, even greater than during the Fiscal Year 1920, when it reached high water mark in the history of the school. Even so, our expenses were less than 225 dollars per capita, the maximum fixed by law. I have every good reason for thinking that our expenditures for 1923 will be considerably reduced, for the reason that prices are now more favorable. Of course, any saving effected in that way could be easily offset by our effecting purchase of things we have gone without for so long during the time when the price of the actual and barest necessities of life was so high as to take up about all available revenues.

There is supervision over all our playground activities. The boys have group games, basket-ball, baseball, foot-ball, and track athletics. The girls have basket-ball, group games, and some of the simpler forms of track athletics. They also have dancing at their own assemblyroom, while there are stated occasions for dancing and other social amusements for both boys and girls at the General Assembly Room.

In so far as the New Mexico Pueblo Indians are concerned, especially those of the Rio Grande country, it would not be very many years before this school might well be abandoned. I should favor the extension of the day schools up and down the country so asto make of them something like the rural district schools. But when that has been done, this school can then fill a greater field of usefulness than at present by taking in Navajo boys and girls from northwestern New Mexico, for whom rural or district schools will be out of the question for a long time to come. I should say that there will be need of the Santa Fe Indian School for anywhere from twenty-five to fifty years to come.

NON-RESERVATION BOARDING SCHOOL
Santa Fe, New Mexico

Annual Report
Narrative Section
1921

Section IV

I N D U S T R I E S

The farming activities here are upon the whole rather satisfactory. I don't think the head farmer Mr. Parrett has just exactly kept his mind on his job so much as he might have done for some months past. He seems dissatisfied about something, but I don't think that even he could say just what that something is.

The calendar year 1920 was extremely dry, so that we had to spend much of our time irrigating. But beginning with mid-May of 1921, we have had frequent and copious rains, so that not only very little of our time had to be given to irrigating, but also we were able to come through with a good margin on our water bill, notwithstanding the fact that the company had raised the rates on us. In early March this year, I had oats and field peas mixed drilled into ground that had been in corn last year. Snow fell later and brought the seed up. Then the rains of May, June, and July brought the crop right along without any irrigation at all. The forage we shall get in this case will be a considerable help in taking care of our live stock next winter.

The prairie-dog and the gopher continue rather troublesome. They are the only pests with which we are bothered here.

The products of our farm and garden are nearly all used up by the pupils or utilized in some way either directly or indirectly for the pupils' benefit. We plant more field corn than anything else, and although the season is rather short for corn, still it does not matter to us whether the corn matures or not, for the reason that we cut it all up into ensilage anyway. We save very little seed for the ensuing year's planting. As above stated, the season is rather short for maturing anything properly, and our experience has been that we have better luck by planting seed produced in some locality other than Santa Fe or its environs.

Hitherto, we have had a greenhouse about 25 feet square. I am now doubling the space, so as to have more room for planting in the early spring, and also for taking care of our ornamental plants. Moreover, this is an important line of instruction for boys, because there is great demand for boys and men who can take intelligent care of an institution like the average greenhouse.

We have a dairy herd, all pure-blood Holstein-Friesians.

About 20 of them are milkers now and several younger cows are coming on. Some months ago, we had to slaughter several of the cows because they were "boarders." All have been regularly tested for tuberculosis and found negative

The employee carried on our payroll as "Industrial Teacher" is really the head farmer and all of his time is taken up with plant production. The employee carried as "Gardener" has charge of the dairy herd, the piggery, and the poultry. They are both mighty busy men.

Half a dozen of our boys are spending this summer working for the Great Western Sugar Company at Ft. Collins, Colorado. None of our girls are working under the outing in Santa Fe this summer. I do not encourage any arrangement of that kind any more. It is bad for the girls' morals. There is a lot of older Indian girls of loose morals working in the city and the result has been very demoralizing for our younger girls. There should really be supervision over the employment of adult Indians in Santa Fe. I have suggested this to Superintendent Johnson of the Northern Pueblos jurisdiction.

Respectfully submitted

J. D. DeHUFF,
Superintendent

Carbon to Mr. Peairs

JDD/-

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STATISTICAL

1921

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STATISTICAL.

SECTION I.—MAILS AND FILES.

Annual Report 1921 (Year.)

DUPLICATE

Santa Fe, N.M. Indian School.

Reservation.

1. How many official letters were received by you during the current fiscal year?

(a) From this Office	268
(b) From other sources	264
(c) Total, all sources	532

2. How many official letters were written by you during the current fiscal year?

(a) To this Office	296
(b) To others	312
(c) Total written by you	608

C. A. C. 8-27-21

SECTION II.—LAW AND ORDER.

Annual Report 1921 (Year.)

DUPLICATE

Santa Fe, New Mex. Indian School.

Reservation.

NOT APPLICABLE HERE

1. Give the number of marriages by Indians under your supervision during the current fiscal year:

	(1) By tribal custom.	(2) By legal procedure.	(3) Total.
(a) Between Indians and whites			
(b) Between citizen Indians			
(c) Between citizen and noncitizen Indians			
(d) Between noncitizen Indians			
(e) Total			

2. Number of plural marriages by Indians:

(a) Total existing June 30, current fiscal year	
(b) Number contracted during current fiscal year	

3. Number of Indian married couples divorced or separated:

(a) By proper legal procedure	
(b) Without legal procedure	
(c) Total	

4. Crimes committed (not to include drunkenness or other misdemeanors):

Character.	(1) By Indians.	(2) By whites on reservation.	(3) Total.
Total			

5. Arrests for drunkenness

6. Misdemeanors committed (not to include cases of drunkenness):

Character.	(1) By Indians.	(2) By whites on reservation.	(3) Total.
Total			

STATISTICAL.

SECTION II.—LAW AND ORDER—Continued.

Santa Fe, New Mex. Indian School.

1921 Reservation.

Not Applicable Here

TRAFFIC IN INTOXICANTS AMONG INDIANS.

	(1) By Indians.	(2) By whites.	(3) Total.
7. (a) Cases of introduction			
(b) Cases of sale, gift, barter, etc			
Total			

CITIZENSHIP ATTAINED THROUGH MILITARY OR NAVAL SERVICE.

(a) Number of Indian soldiers and sailors who have attained citizenship under the Act of Congress cited in Indian Office Circulars No. 1587 and 1618 _____

(On the reverse side of this sheet give their names, allotment numbers, date when, and place where they were so admitted to citizenship.)

8. Number of missionaries working among the Indians under your supervision:

Denomination.	Number.
Total	

9. Number of church buildings among the Indians under your supervision:

Denomination.	Number.
Total	

10. Number of Indians under your supervision who are church members, or have been baptized, or attend church services.

Denomination.	Number.
Total	

STATISTICAL.

SECTION III.—HEALTH.

Annual Report ---1921---

Santa Fe, New Mex. Indian School.

Reservation.

NOT APPLICABLE HERE

1. Population of your jurisdiction on June 30 of current fiscal year:

(a) Males	a	
(b) Females	a	
(c) Total		a

2. Number of heads of families in this population

(a) Number of families living in permanent houses		b
(b) Number of families living in tents, tepees, or other temporary structures		b

3. Number of houses

(a) Number of such houses having wooden floors	

	Males.	Females.	Total.
4. Number of births during the current fiscal year	c	c	c

5. Number of deaths during the current fiscal year, distributed as follows:

	(1) Males.	(2) Females.	(3) Total.
(a) Minors	c	c	c
(b) Adults			
(c) Total			

	(1) Males.	(2) Females.	(3) Total.
6. How many of above deaths were of infants under 3 years old	c	c	c

7. Number of deaths during the current fiscal year, due to tuberculosis, distributed as follows:

	(1) Males.	(2) Females.	(3) Total.
(a) Minors			
(b) Adults			
(c) Total			

a These figures must agree with those reported under query 3, page 15.
b Sum of these figures must equal number heads of families in query 2.
c Exclusive of stillbirths.

STATISTICAL.

SECTION III.—HEALTH—Continued.

Santa Fe N.M. Indian School.

1923

Reservation.

Prevalence of disease:

8. How many Indians under your jurisdiction were examined for disease?

	General diseases.	Tuberculosis.	Trachoma.	Total.
	Entire school enrollment			
(a) Males				
(b) Females				459
(c) Total				

9. How many cases of tuberculosis of all forms were found?

	(1) Latent.	(2) Active.	(3) Males.	(4) Females.	(5) Total.
					0
(a) Pulmonary					0
(b) Glandular					0
(c) Bone					0
(d) Other forms					0
(e) Total, all forms					

10. How many of the total population (estimated, if not known exactly) have tuberculosis?

(Estimates should be arrived at through percentage calculation based on actual examinations and the figures should bear a definite relation to the positive findings.)

	(1) Males.	(2) Females.	(3) Total.
(a) Pulmonary			
(b) Glandular			
(c) Bone			
(d) Other forms			
(e) Total, all forms Entire school enrollment - - - - -			459

11. How many cases of trachoma were found among these Indians examined for disease?

(a) Males	0	
(b) Females	1	
(c) Total		1

12. How many cases of trachoma were operated upon? Sent to Fearilla N.M. 0

13. How many cases of trachoma were treated but not operated upon? 0

14. How many of the Indians under your jurisdiction do you estimate to have trachoma?

(a) Males	
(b) Females	
(c) Total	

STATISTICAL.

SECTION III.—HEALTH—Continued.

Santa Fe, N.Mex. Indian School.

1921.

Reservation.

15. How many of the Indians belonging to your jurisdiction are insane?

	(1) Males.	(2) Females.	(3) Total.
(a) Treated at Canton Asylum			
(b) Treated at other institutions			
(c) Treated on the reservation			
(d) Receiving no treatment			
(e) Total			

Hospitals:

16. SCHOOL (Insert school, agency, sanatorium, or asylum.) on reservation

(a) Character of construction (brick, frame, etc.)		Brick
(b) Maximum capacity of (hospital or sanatorium)		23
(c) Number of Indians remaining in institution June 30, preceding fiscal year	0	
(d) Number of Indians admitted during the current fiscal year	96	
(e) Total number treated during the current fiscal year Enrollment		469
(f) Number discharged during the current fiscal year	93	
(g) Number of deaths in institution during the current fiscal year	3	
(h) Total discharged and died during the current fiscal year		96
(i) Number of Indians remaining in institution June 30, current fiscal year		3

16j. Total number hospital day's treatment during year		900
16k. Total cost of institution during year	[a]$	$2880.40
16l. Total cost per day per patient (exclusive only of new construction)	$	3.11
16m. Number of Indians under your jurisdiction who were given treatment for venereal diseases		0

[a] This should include pay of employees, subsistence, repairs, and all other incidental expense necessary for its proper conduct and management, except new construction.

STATISTICAL.

SECTION III.—HEALTH—Continued.

1921 Santa Fe N.Mex. Indian School

Reservation.

17. Physicians:

	(1) Number.	(2) Salary.	(3) Location of headquarters (school, agency, or on reservation).	(4) Total area covered (sq. mi.).	(5) Number Indians under.
(a) Contract	1	$720	School	School	School
(b) Regular					
Total	1	720		School	School
18. Field matrons					
Total					
19. Nurses	1	840			School
Total	1	840			School

20. Number Indians receiving medical relief from:

Contract physicians Total of Boarding School

Regular physicians

Field matrons

Nurses Do

Total Do

21. Number of rooms in dormitories used exclusively in treatment of sick cases 0

(a) Capacity (number of beds) --

STATISTICAL.

SECTION III.—HEALTH—Continued.

1921 ..... Santa Fe N.M. ..... Indian School.

..... Reservation.

22. Quarters:

	(1) Number.	(2) Location (school, agency, or on reservation).	(3) Character of building.	(4) Number rooms in each.	(5) Running water (yes or no).
(a) Physicians' residences	0				
(b) Field matrons' residences	0				
(c) Nurses' quarters	1	School-In Hospital	Brick	2	Yes
23. Dispensaries	1	Do	Do		Yes

24. Equipment:

	HORSES.		VEHICLES.		AUTOMOBILES.	
	Number for exclusive use.	Number used also by school or agency.	Number for exclusive use.	Number used also by school or agency.	Number for exclusive use.	Number used also by school or agency.
(a) Physicians	0		0			0
(b) Field matrons						

STATISTICAL.

SECTION IV.—SCHOOLS.

Annual Report 1921 (Year.)

Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE ..... Reservation.

1. Number of children under your jurisdiction, including those away at other schools, from 5 to 18 years of age, both included:

	(1) Males.	(2) Females.	(3) Total.

2. Number of these incapacitated for attendance at school by reason of—

	(1) Males.	(2) Females.	(3) Total.
(a) Ill health			[a]
(b) Mental defect			[a]
(c) Physical defect			[a]
(d) Marriage			
(e) Absence or other reasons			
(f) Total			

3. Number of children eligible for school attendance:

	(1) Males.	(2) Females.	(3) Total.

4. Capacity, total enrollment, average attendance of Indians of your jurisdiction in different schools (not including Indians from other jurisdictions enrolled in your schools):

(Account here for all the children under your jurisdiction, showing the schools, by names, in which these children are enrolled.)

Government schools:

(a) Nonreservation boarding [b]—

	(1) Total enrollment.
Total	

[a] Sum of these figures must equal total ineligible children reported on page 12.
[b] Not to be filled by superintendents of nonreservation schools.

STATISTICAL.

SECTION IV.—SCHOOLS—Continued.

1921

NOT APPLICABLE HERE

Santa Fe, New Mex. Indian School.

_____ Reservation.

Government schools—Continued.

(b) Reservation boarding—	(1) Capacity.	(2) Total enrollment.[a]	(3) Average attendance.
(c) Day—			
Mission schools:[b]			
(d) Contract boarding—			
(e) Noncontract boarding—			
(f) Noncontract day—			
Private schools:[b]			
(g) Contract boarding—			
Public day schools:[b]			
(h) Contract or where tuition is paid			
(i) Noncontract			
(j) TOTAL, ALL CLASSES OF SCHOOLS			

[a] Figures in this column must agree with quarterly attendance reports made in accordance with Circular No. 603.
[b] For capacity of mission, private, and public schools, show capacity available for Indian children.

Pupils enrolled in ..... *nonreservation*
Santa Fe, New Mex.
school during ~~XXXXXX~~ *fiscal year.* **ended June 30, 1921**

	Name. (Group pupils by reservations.)	Tribe.	Superintendency, or when unknown, give Post Office, County, and State.
1	Sandoval, Jose	Taos Pueblo	Northern Pueblos
2	Bernal, Jose	"	"
3	" Leandro	"	"
4	Concha, Jose de La Cruz	"	"
5	" Juan	"	"
6	" Manuel	"	"
7	Lucero, Jose de la Cruz	"	"
8	" Teofilo	"	"
9	Lujan, Santiago	"	"
10	" Tomas	"	"
11	Mondragon, Don	"	"
12	" Frank	"	"
13	Mirabal, John	"	"
14	Ortiz, Jose M.	"	"
15	" " Maria	"	"
16	Reyna, Juan	"	"
17	Romero, Agustin	"	"
18	" Fernando	"	"
19	" Quirino	"	"
20	" Telesfor	"	"
21	Romero, Rufina (girls)	"	"
22	Archuleta, Susana	"	"
23	Bernal, Regelia	"	"
24	Concha, Paulita	"	"
25	Herrera, Tonita	"	"
26	Lucero, Manuelita	"	"
27	" Nancy	"	"
28	Lujan, Carmelita	"	"
29	" Cleofa	"	"
30	" Petrita	"	"
31	Marcos, Jesusita	"	"
32	Martinez, Emily	"	"
33	Mirabal, Paulita	"	"
34	Mondragon, Anita	"	"
35	" Rose	"	"
36	Ortiz, Emilia	"	"
37	Romero, Santanita	"	"
38	Sandoval, Cesarita	"	"
39	Trujillo, Emilia	"	"
40	Concha, Cristina	"	"
41	Duran, Antonio	Picuris Pueblo	"
42	Simbola, Manuel	"	"
43	Martinez, Evaristo	"	"
44	Duran, Marcelino	"	"
45	Lopez, Cora	"	"
46	" Lucy	"	"
47	" Reyecita	"	"
48	Martinez, Jesusita	"	"

Pupils enrolled in Santa Fe, New Mex. *nonreservation school during current fiscal year.*

	Name. (Group pupils by reservations.)	Tribe.	Superintendency, or when unknown, give Post Office, County, and State.
49	Martinez, Laura	Picuris Pueblo	Northern Pueblos
50	Mermejo, Helen	"	"
51	Simbola, Anselma	"	"
52	Cata, Alberto	San Juan Pueblo	"
53	" Edward	"	"
54	" Jose	"	"
55	" Manuel	"	"
56	Ortiz, Jose	"	"
57	Aguino, Esteban Victoriano	"	"
58	Archuleta, Jose	"	"
59	" " Manuel	"	"
60	" Santiago	"	"
61	Atencio, Jose Manuel	"	"
62	Cata, Dionisio	"	"
63	" Fructuoso	"	"
64	" Jose Luis	"	"
65	" Juan Reyes	"	"
66	" Marcos	"	"
67	Cruz, Leandro	"	"
68	" Placido	"	"
69	Gabaldon, Jose Manuel	"	"
70	Garcia, Antonio	"	"
71	" Lorenzo	"	"
72	Montoya, Amadeo	"	"
73	" Eulogio	"	"
74	" Jose	"	"
75	" Tomas	"	"
76	Talachy, Bernardo	"	"
77	Tapia, Agapito	"	"
78	" Jacobo	"	"
79	Torres, Antonio	"	"
80	Trujillo, Francisco	"	"
81	" Jose D.	"	"
82	" Luberio	"	"
83	Abeyta, Juanito	"	"
84	Chavez, Antonio	"	"
85	Cruz, Francisco	"	"
86	Montoya, Guadalupe	"	"
87	" Luis	"	"
88	Talachy, Amarante	"	"
89	Archuleta, Rosalie	"	"
90	Cata, Ernestina	"	"
91	" Josephine	"	"
92	" Rosarita	"	"
93	Martinez, Selina	"	"
94	Trujillo, Maria Geronima	"	"
95	" Fortuna	"	"
96	Archuleta, Antonia	"	"

Pupils enrolled in Santa Fe, New Mex. *nonreservation school during current fiscal year.*

	NAME. (Group pupils by reservations.)	TRIBE.	SUPERINTENDENCY, OR WHEN UNKNOWN, GIVE POST OFFICE, COUNTY, AND STATE.
97	Archuleta, Cristina	Sn. Juan Pueblo	Northern Pueblos
98	Atencio, Maria Cleofa	"	"
99	Castellano, Crescencia	"	"
100	Cata, Aniceta	"	"
1	" Maria	"	"
2	" Pomucena	"	"
3	Chavez, Geronima	"	"
4	Cruz, Adelaida	"	"
5	" Gregorita	"	"
6	" Josefita	"	"
7	" Juanita	"	"
8	" Piedad	"	"
9	" Tonita	"	"
10	Gabaldon, Josefita	"	"
1	Garcia, "	"	"
2	Martinez, Emilia	"	"
3	" Encarnacion	"	"
4	" Royecita	"	"
5	Montoya, Felipa	"	"
6	" Lorencita	"	"
7	" Santana	"	"
8	" Teresita	"	"
9	Ortiz, Inmaculada	"	"
20	" Pascualita	"	"
1	" Rafaelita	"	"
2	" Virginia	"	"
3	Talachy, Josephine	"	"
4	" Merina	"	"
5	Tapia, Dolorita	"	"
6	Trujillo, Belen	"	"
7	" Hilaria	"	"
8	Cata, Rose	"	"
9	Cruz, Apolonia	"	"
30	Martinez, Modesta	"	"
1	Archuleta, Rosanita	"	"
2	Cata, Romanita	"	"
3	Cajete, Jose	S. Clara Pueblo	"
4	Baca, Jose Domingo	"	"
6	Chavarria, San Juan	"	"
6	Gutierrez, Patricio	"	"
7	Naranjo, Manuelita	"	"
8	" Alfonso	"	"
9	" Clemente	"	"
40	" Frank	"	"
1	" Emilio	"	"
2	" Jose Guadalupe	"	"
3	" Juan Bautista	"	"
4	Sisneros, Merejilde	"	"

Pupils enrolled in Santa Fe, New Mex. *nonreservation school during current fiscal year.*

	Name. (Group pupils by reservations.)	Tribe.	Superintendency, or when unknown, give Post Office, County, and State.
45	Sisneros, Tito	S.Clara Pueblo	Northern Pueblos
6	Silva, Amarenta	"	"
7	Tafoya, Josefito	"	"
8	Gutierrez, Benjamin	"	"
9	Naranjo, Jose Claudio	"	"
50	" " Domingo	"	"
1	" Juan	"	"
2	Padilla, Romulido	"	"
3	Suazo, Florencio	"	"
4	Tafoya, Severo	"	"
5	Baca, Gregorita	"	"
6	Cajeta, Frances	"	"
7	Baca, Jesusita	"	"
8	" Luisita	"	"
9	Gutierrez, Adelaida Silva	"	"
60	" Anita	"	"
1	" Pascualita	"	"
2	Naranjo, Josefita	"	"
3	" Anicota	"	"
4	" Lupita	"	"
5	" Magdalena	"	"
6	" Marianita	"	"
7	" Nicolasa	"	"
8	" Sarita	"	"
9	" Florencia	"	"
70	Silva, Agapita	"	"
1	" Luvirgen (Eduvigis)	"	"
2	Sisneros, Manuelita	"	"
3	" Valeria	"	"
4	Tafoya, Jacobita	"	"
5	Baca, Maria Clara	"	"
6	Naranjo, Tanita	"	"
7	Sisneros, Rosarita	"	"
8	Suazo, Dominguita	"	"
9	Aguilar, Ignacio	S.Ildefonso Pueb.	"
80	Martinez, Anselmo	"	"
1	" Jose Adam	"	"
2	" " Miguel	"	"
3	Montoya, Juan Jose	"	"
4	Pena, Encarnacion	"	"
5	Gonzalez, Jose Luis	"	"
6	Sanchez, Arsenio	"	"
7	Gonzalez, Belarmino	"	"
8	" Isauro	"	"
9	" Roberto	"	"
90	Romero, Ramon	"	"
1	Martinez, Julianita	"	"
2	Roybal, Ruperta (Lupita)	"	"

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Pupils enrolled in Santa Fe, New Mex. *nonreservation school during current fiscal year.*

	NAME. (Group pupils by reservations.)	TRIBE.	SUPERINTENDENCY, OR WHEN UNKNOWN, GIVE POST OFFICE, COUNTY, AND STATE.
193	Roybal, Santana	S.Ildef.Pueblo	Northern Pueblos
4	Sanchez, Pascualita	"	"
5	Romero, Tomas	Pojoaque "	"
6	Mirabal, Eulogio	Nambe Pueblo	"
7	Pena, Celso	"	"
8	Trujillo, Emilio	"	"
9	Vigil, Enriques	"	"
200	" Guadalupito	"	"
1	Pena, Carmelita	"	"
2	Tapia, Poliziana	"	"
3	Trujillo, Carmelita	"	"
4	Vigil, Angelita	"	"
5	" Brigida	"	"
6	" Romancita	"	"
206			
1	Armijo, Pilar 1	Jemez Pueblo	Southern Pueblos
2	Baca, Jose Guadalupe 2	"	"
3	Chavez, Santiago 3	"	"
4	" Charles 4	"	"
5	Gachupin, Juan Reyes 5	"	"
6	" Francisco 6	"	"
7	Pecos, Juan Isidro 7	"	"
8	" " Pedro 8	"	"
9	Shendoh, Juan Bautista 9	"	"
10	" Max 10	"	"
11	Toya, Roman 11	"	"
2	" Patricio 12	"	"
3	" Jose Reyes 13	"	"
4	Yepa, San Juanito 14	"	"
5	Chavez, Asconcion 15	"	"
6	Colaque, Benigna 16	"	"
7	Sabaquiu, Dulcinsa 17	"	"
8	" Guadalupita 18	"	"
9	Shendoh, Andreita 19	"	"
20	Toledo, Andreita 20	"	"
1	" Angelita 21	"	"
2	Gachupin, Antonio 22	Sia Pueblo	"
3	Galvan, Nicolas 23	"	"
4	Medina, Juanito 24	"	"
5	" Romero 25	"	"
6	Moquino, Guadalupe 26	"	"
7	Salas, Remigio 27	"	"
8	Shije, Amado 28	"	"
9	Shije, Santiago 29	"	"
30	" Velino 30	"	"
1	Chalan, Pancrasio 31	Cochiti Pueblo	"
2	Gonzalez, Frank 32	"	"
3	Ortiz, Luis W. 33	"	"
4	Perez, Antonio A. 34	"	"

Pupils enrolled in _____ *nonreservation school during current fiscal year.* Santa Fe, New Mex.

	NAME. (Group pupils by reservations.)	TRIBE.	SUPERINTENDENCY, OR WHEN UNKNOWN, GIVE POST OFFICE, COUNTY, AND STATE.
35	Perez, Jose Claudio 35	Cochiti Pueblo	Southern Pueblos
6	" Marenciano Alfredo 36	"	"
7	Poncho, Ignacio 37	"	"
8	Cordero, Ramona 38	"	"
9	Quintana, Magdalena 39	"	"
40	Abeyta, Felix 40	Domingo Pueblo	"
1	Aguilar, Pedro No. 1 41	"	"
2	" " " 2 42	"	"
3	" Jose 43	"	"
4	" Eleuterio 44	"	"
5	" Vidal 45	"	"
6	Aragon, Mateo 46	"	"
7	Abeyta, Domingo 47	"	"
8	Bailon, Atanasio 48	"	"
9	" Atencio 49	"	"
50	Coriz, Ignacio 50	"	"
1	" Reyes 51	"	"
2	Crispin, Santiago 52	"	"
3	Calabaza, Gonzalio 53	"	"
4	" Lorenzo 54	"	"
5	" Antonio 55	"	"
6	Coriz, Remigio 56	"	"
7	Coriz, Agustin 57	"	"
8	Crispin, Francisco 58	"	"
9	Calabaza, Juan 59	"	"
60	" Santiago, No. 2 60	"	"
1	Coriz, Santiago 61	"	"
2	Cate, Jose Anselmo 62	"	"
3	Chama, Ascencio 63	"	"
4	Garcia, San Juanito 64	"	"
5	" Jose 65	"	"
6	" Ventura 66	"	"
7	" Antonio, No. 2 67	"	"
8	" " " 3 68	"	"
9	" Ambrosio 69	"	"
70	Lobato, Crucito 70	"	"
1	" Francisco 71	"	"
2	" Juan A. 72	"	"
3	" Santiago 73	"	"
4	Martinez, Esteban 74	"	"
5	Nieto, Manuel 75	"	"
6	Pacheco, Jose, No. 2 76	"	"
7	Pajarito, Jose Reyes 77	"	"
8	" Juan 78	"	"
9	Quintana, Reyes 79	"	"
80	Riano, Gabriel 80	"	"
1	" Jose 81	"	"
2	" Reyes 82	"	"

Pupils enrolled in Santa Fe, New Mex. *nonreservation school during current fiscal year.*

	Name. (Group pupils by reservations.)		Tribe.	Superintendency, or when unknown, give Post Office, County, and State.
83	Rosetta, Antonio	83	Domingo Pueblo	Southern Pueblos
4	Tenorio, Agustin	84	"	"
5	" Cristobal	85	"	"
6	Tortolita, Jose M.a	86	"	"
7	Tenorio, Geronimo	87	"	"
8	" Jose	88	"	"
9	" Ramon	89	"	"
90	Abeita, Luisa	90	"	"
1	" Virginia	91	"	"
2	Aguilar, Peregrina	92	"	"
3	" Reyes	93	"	"
4	" Santana	94	"	"
5	Bailon, Maria Sofia	95	"	"
6	Calabaza, Avelina	96	"	"
7	" Barbara	97	"	"
8	" Reyes	98	"	"
9	Cato, Catalina	99	"	"
100	Chama, Juanita	100	"	"
1	Coriz, Barbara	1	"	"
2	" Maria	2	"	"
3	Crispin, Brigida	3	"	"
4	" Cristina	4	"	"
5	" Juanita	5	"	"
6	" Maria	6	"	"
7	Garcia, Eulogia	7	"	"
8	" Ramona	8	"	"
9	" Trinidad	9	"	"
10	Lobato, Andrea	10	"	"
1	" Florencia	11	"	"
2	Lucero, Juana	12	"	"
3	Martin, Teresa	13	"	"
4	Melchor, Maria	14	"	"
5	Nieto, Maria	15	"	"
6	Pacheco, Dolores	16	"	"
	" Virginia	17	"	"
7	Pajarito, Cristina	18	"	"
8	Riano, Severa		"	"
9	Rosetta, Miguelita		"	"
20	Tafoya, Geronima		"	"
1	Tenorio, Carmelita		"	"
2	Tortolita, Petra		"	"
3	Garcia, Benito		S.Ana Pueblo	"
4	Lujan, Urbano		"	"
5	Manuel, Alberto		"	"
6	Menchego, Eulalio		"	"
7	Montoya, Gabriel		"	"
8	" Jose Sandro		"	"
9	" Panfilo		"	"

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Pupils enrolled in ..... *nonreservation school during current fiscal year.* Santa Fe, New Mex.

	NAME. (Group pupils by reservations.)	TRIBE.	SUPERINTENDENCY, OR WHEN UNKNOWN, GIVE POST OFFICE, COUNTY, AND STATE.
130	Montoya, Remigio	S.Ana Pueblo	Southern Pueblos
1	Otero, Jose Hilario	"	"
2	" Lojinio	"	"
3	Pena, Leo	"	"
4	" Regino	"	"
5	Raton, Remigio	"	"
6	Sanchez, Francisco	"	"
7	Severiano, Candelario	"	"
8	Vigil, Lupito	"	"
9	Garcia, Cristo	"	"
40	Bustos, Mariano	Sandia Pueblo	"
1	Chavez, Esquipulo	"	"
2	Montoya, Domingo	"	"
3	" Juan Antonio	"	"
4	Ortiz, Nicolas	"	"
5	Montoya, Agustin	Isleta Pueblo	"
6	" Antonio	"	"
7	Cheromiah, Fred	Laguna Pueblo	"
8	Leeds, George	"	"
9	Spira, Morris	"	"
50	Young, Lawrence	"	"
1	Kayate, Josephine	"	"
2	Massey, Caroline	"	"
3	Thompson, Bessie	"	"
4	Abeyta, Lorenzo	Acoma Pueblo	"
5	Antonio, Tomas	"	"
6	Esteban, James	"	"
7	Garcia, Francisco	"	"
8	" Jose M.	"	"
9	" Rudolph	"	"
60	Hashkaya, Jose Louis	"	"
1	Histia, Robert	"	"
2	Johnson, James	"	"
3	" Louis	"	"
4	Lino, David	"	"
5	Pino, Jas. W.	"	"
6	Poncho, Fred	"	"
7	Toribio, James	"	"
8	Vallo, George	"	"
9	" Jose Pino	"	"
70	" Santiago	"	"
1	Victorino, Felipe	"	"
2	Zuni, Joseph	"	"
3	Antonio, Santana	"	"
4	Chavez, Gladys	"	"
5	Garcia, Juanalita	"	"
6	Hashkaya, Marie Louise	"	"
7	Lino, Betty	"	"

10a

Pupils enrolled in Santa Fe, New Mex *nonreservation school during current fiscal year.*

	NAME. (Group pupils by reservations.)	TRIBE.	SUPERINTENDENCY, OR WHEN UNKNOWN, GIVE POST OFFICE, COUNTY, AND STATE.	
178	Paytiano, Rosalie	Acoma Pueblo	Southern Pueblos	
9	Poconte, Pablita	"	"	
80	Vallo, Annie	"	"	
1	" Beatriz	"	"	
2	" Lena	"	"	
3	Alamo, Dora	Canyoncito Navajo	"	
4	" Mazie	"	"	178
5	Pyas, Showa (boy)	"	"	
1	Adams, Albert	Ute	Southern Ute Agency	
2	Monte, William C	"	"	
3	Richards, Frank	"	"	
4	Taylor, Frank (John Francis)	"	"	
5	Williams, Andrew S.	"	"	
6	" John S.	"	"	
7	Black, Dolly	"	"	
8	Box, Florence	"	"	
9	" Marjorie	"	"	
10	Gunn, Edna S.	"	"	
11	Price, Anna B.	"	"	
12	" Laura	"	"	
13	Thompson, Jane	"	"	
14	" Rose	"	"	
15	Washington, Alice	"	"	
16	Watts, Daisy	"	"	17
17	Williams, Ella H.	"	"	
1	Beecher, Komura (boy)	"	Ute Mountain	
2	Brown, William	"	"	
3	Stacker, Herbert	"	"	
4	Clark, Alice	"	"	
5	" Hudza	"	"	6
6	Kingsley, Jessie	"	"	
1	Coosho, Tom	Zuni Pueblo	Zuni	
2	Croedowka, Leo	"	"	
3	Hallian, Albert	"	"	
4	Humpokya, George	"	"	
5	Louate, Wilson	"	"	
6	Lewis, Billy	"	"	
7	Latuico, Paul	"	"	
8	Mahke, Joseph	"	"	
9	Mootsa, Lyman	"	"	
10	Paquin, Thomas	"	"	
11	Seka, Irene	"	"	17
12	Calabaza, Lymanita	"	"	
13	Cluptsina, Elaine	"	"	
14	Lahala, Lucy	"	"	
15	Payeen, Mary	"	"	
16	Salatee, Minnie	"	"	
17	Tashe, Fanny	"	"	

Pupils enrolled in Santa Fe, New Mex. *nonreservation school during current fiscal year.*

	NAME. (Group pupils by reservations.)	TRIBE.	SUPERINTENDENCY, OR WHEN UNKNOWN, GIVE POST OFFICE, COUNTY, AND STATE.
1	Chino, Harriet	Apache	Mescalero
2	Lester, Grace	"	"
3	" Mary	"	"
4	Martin, Bertha	"	"
5	Tisnolthtos, Una	"	"
1	Kabotie, Fred	Hopi	Moqui
2	Polelonema, Otis	"	"
3	Sequaftewa, Rex	"	"
4	Tawi, Steve	"	"
1	Hutton, Mark	Navajo	Shiprock
1	Charles, Joseph	"	Pueblo, Bonito
2	Willeto, Chee	"	"
1	Saenz, Manuel, Jr.	Pawnee	Pawnee
2	Howell, Lida	"	"
3	Saenz, Delfina	"	"
1	Benavides, Samuel	Pueblo	Abiquiu, New Mexico
2	Lobato, Eloisa	"	" " Southern 3
3	Atencio, Benjamin	Navajo	Pulma, New Mexico
1	Garcia, Jose Arturo	"	Conejos, Colo. (2
2	" " Romualdo	"	" "
1	Moya, Alfredo	"	Coyote, New Mexico
2	" Avelino	"	" "
3	Gallegos, German	"	Abiquiu, " Scab 4
4	Roessler, Carlos	"	Parkview, "

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Pupils enrolled in Santa Fe, New Mex *nonreservation school during current fiscal year.*

NAME. (Group pupils by reservations.)	TRIBE.	SUPERINTENDENCY, OR WHEN UNKNOWN, GIVE POST OFFICE, COUNTY, AND STATE.
5 Becker, Manuel	Navajo	Madrid, New Mexico
6 Gallegos, Anamaria	"	Abiquiu, "
" Carlota	"	" " "

STATISTICAL.

SECTION IV.—SCHOOLS—Continued.

Santa Fe, New Mex. Indian School.

Reservation.

5. White children enrolled in Indian schools under your jurisdiction: 0

6. Pupils:

(a) Number of desertions during the year: 25

(b) Number of graduates (finished our highest grade, 2nd Yr. Voc.): 8

(c) Number of returned students on the reservation (This item not applicable here)

7. Number of grades maintained in academic work: Beginners to 2nd Yr. Voc. inclusive

8. Employees:

(a) Number of changes during past year: 14

(b) If your duties involved both agency and school work, state proportionate amount of time devoted to school work: School work only

(c) Number of representatives of Indian Office who have visited your jurisdiction during the current fiscal year ending June 30: 3

9. Number of Indian children within reach of Government, mission, or public schools: This item not applicable here

10. Give below the number of Indian children from other jurisdictions enrolled in schools under your jurisdiction:

Name of school.	Jurisdiction from which enrolled.	(1) Enrollment.	(2) Average attendance.
Santa Non-Reservation Boarding school	Northern Pueblos	206	182
	Southern "	186	165
	" Ute	17	16
	Ute Mountain	6	6
	Zuni	17	15
	Mescalero	5	5
	Moqui	4	4
	Shiprock (Navajo)	1	1
	Pueblo Bonito	2	2
	Pawnee	3	3
	Miscellaneous not enrolled at agencies	12	10
		459	409
Total			

1921

STATISTICAL.

SECTION IV.—SCHOOLS—Continued.

NOT APPLICABLE HERE Santa Fe, New Mex. Reservation.

11. All public schools:

(a) Names	Location. (Make this definite)	Number Indian children within 2 miles.	Number whites enrolled.	Number Indians enrolled.	Tuition rate paid in U. S.
Total				a	

(b) Total number Indian children in public schools:

Current Fiscal Year.	For whom tuition paid.	For whom not paid.	Total.
	a	a	a

(c) If Indian children are not received in any public schools, why are they excluded?

(d) Is their attendance therein regular? If not, why?

(e) If the personal condition of any Indian children prevents their being willingly received by the public schools, what remedy is practicable?

a Indians in public schools should agree with number reported in queries 4 (h) and 4 (i) col. 2, page 10.

STATISTICAL.

SECTION IV.—SCHOOLS—Continued.

1921 Santa Fe, New Mex.

_____ Indian School.

NOT APPLICABLE HERE _____ Reservation.

11. Indian children who are ineligible to attend schools for normal children, because of mental or physical defect:

Name of pupil.	Disease or defect.									
	Tuberculosis.	Trachoma.	Impaired vision.	Blind.	Deaf and mute.	Crippled.	Incorrigible.	Feebleminded	Insane.	Others (name them).
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
Total										

NOTE.—Indicate the disease or defect of the pupil by marking (x) in designated column.

STATISTICAL.

1

SECTION IV.—SCHOOLS—Continued.

1921 Santa Fe N.M. Indian School.

Reservation.

12. Playground equipment:

Kind of apparatus.	Quantity. For girls.	Quantity. For boys.	Quantity. Total.	Cost.	
Volley ball	2			$	
Baseball	6	30			
Basket ball	2	2			
Handball					
Indoor baseball	1				
Hockey					
Tennis	1 set				
Lacrosse					
Croquet	2 sets				
Giant strides	1				
Jump standards					
Swings	2				
Teeter ladders					
Ladders					
Portable seesaws	2				
Traveling or flying rings					
Horizontal or parallel bars					
Climbing pole					
Trapeze	1				
Slides					
(Other) Athletic equipment, and prizes, etc. for the school				$221.30	
Total				$221.30	

STATISTICAL.

SECTION IV.—SCHOOLS—Continued.

Santa Fe, New Mex. Indian School.

1921

Reservation.

13. Report on school libraries for the current fiscal year:

Name of school.	Number of books in library at end of last fiscal year.				Number of books purchased during current fiscal year.				Circulation.			Amount expended during fiscal year.
	Text and reference.[a]	Literature.	Fiction.	Total.	Text and reference.	Literature.	Fiction.	Total.	Literature.	Fiction.	Total.	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Santa Fe Non-Reservation Boarding	416	388	637	1441	14	4	0	18	295	905	1200	$25.00
Total												

[a] This should include text and reference books actually placed in the school library and *not the text* and *supplementary books used in the class room every day.*

STATISTICAL.

SECTION V.—INDUSTRIES.

Annual Report 1921 (Year.)

Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE

Reservation.

1. Population of the reservation:

	(1) Allotted.	(2) Unallotted.	(3) Total.
(a) Minors, male (to 20, inclusive)			
(b) Minors, female (to 17, inclusive)			
(c) Adults, male (21 and over)			
(d) Adults, female (18 and over)			
(e) Total	a	a	a

2. Number of these physically and mentally sound:

(a) Minors, male (to 20, inclusive)			
(b) Minors, female (to 17, inclusive)			
(c) Adults, male (21 and over)			
(d) Adults, female (18 and over)			
(e) Total			

3. Total population June 30, current fiscal year:

(a) Distributed by tribes—

Tribe.	(1) Males.	(2) Females.	(3) Total.
Total			b

4. Number of Indians who wear modern attire

5. Number of Indians who are voters of the State

6. Number of Indians who are citizens of the United States

7. Number of Indians under your supervision who can speak the English language

8. Number of Indians under your supervision who can read and write the English language

a These figures must agree with the totals in column (9) page 16.
b The total in this space must be the same as the population shown by the census and in query 1, page 4.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1921 Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE Reservation.

POPULATION.

9. In addition to the census of the Indians under your jurisdiction, by names, give the following recapitulation of the population (including children away at school) as of June 30, current fiscal year, each tribe on a separate sheet, and a recapitulation of all the Indians under your jurisdiction:

_____ Tribe, occupying _____ Reservation.

	Minors.			Adults.			Total.		
	(1) Able-bodied.	(2) Mentally or physically disabled.	(3) Total.	(4) Able-bodied.	(5) Mentally or physically disabled.	(6) Total.	(7) Able-bodied.	(8) Mentally or physically disabled.	(9) Total.
Allotted:									
(a) Males									
(b) Females									
(c) Total									[a]
Unallotted:									
(d) Males									
(e) Females									
(f) Total									[a]
Total:									
(g) Males									
(h) Females									
(i) Total									[a]

10. Distribute the above population as follows:

	(1) Males.	(2) Females.	(3) Total.
(a) Full-blood			
(b) Mixed, more than half Indian blood			
(c) Half, or less Indian blood			
(d) Total			[b]

[a] These figures must agree with those given on page 15, in answer to query 1.
[b] These figures must be the same as total under query 9 (i).

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

Santa Fe, New Mex. Indian School.

1921

NOT APPLICABLE HERE Reservation.

10A. Living allotted Indians who have—	Full blood.	Mixed, More than half Indian blood.	Half, or less Indian blood.		Total.
			Adults.	Minors.	
Received trust or restricted fee patents					
Received patents in fee					
Received certificates of competency					
Total					[a]

10B. Total number of allotments of deceased Indians where land is held:

(a) In trust

(b) By restricted fee patents

10C. Total number of trust estates where the heirs have been determined by the Secretary of the Interior

10D. Total number of restricted fee estates where the heirs have been determined by the Secretary of the Interior

10E. Total number of fee patents issued allottees to June 30, current fiscal year:

(a) Under Declaration of Policy

(b) Under Competency Commission

(c) Upon original application

[a] These figures must agree with those reported in column (9), query 9 (c), page 16.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

SANTA FE N.M. Indian School.

Reservation.

Distribution and character of land:

11. Reserved for school:

	(1) Acreage.	(2) Value per acre.	(3) Total value.
(a) Agricultural, now irrigated	50	$200	$10,000
(b) Agricultural, not irrigated but susceptible thereof and for which there is apparent water supply			
(c) Agricultural, irrigation unnecessary			
(d) Total agricultural land (total of a, b, and c)	50		10,000.00
(e) Grazing (open country)	56	10	560.00
(f) Grazing (swamp)			
(g) Timber land covered with pasture grass			
(h) Total grazing land (total of e, f, and g)	56		560.00
(i) Swamp, nongrazing			
(j) Timber land not covered with pasture grass			
(k) Mineral land			
(l) Valuable for other purposes			
(m) Unfit for any purpose			
(n) Total, all classes (total of d, h, i, j, k, l, and m)	[a] 106		[a] 10560.00

[a] These figures must show the total acreage and value, respectively, of lands reserved for school purposes, and must be equal to the sum of acreage and value of school lands reported in query 1, pages 46 and 46 lettered.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1921 Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE Reservation.

	(1) Acreage.	(2) Value per acre.	(3) Total value.
12. Reserved for agency:			
(a) Agricultural, now irrigated		$	$
(b) Agricultural, not irrigated but susceptible thereof and for which there is apparent water supply			
(c) Agricultural, irrigation unnecessary			
(d) Total agricultural land (total of a, b, and c)			
(e) Grazing (open country)			
(f) Grazing (swamp)			
(g) Timber land covered with pasture grass			
(h) Total grazing land (total of e, f, and g)			
(i) Swamp, nongrazing			
(j) Timber land not covered with pasture grass			
(k) Mineral land			
(l) Valuable for other purposes			
(m) Unfit for any purpose			
(n) Total, all classes (total of d, h, i, j, k, l, and m)	[a]		[a]
13. Allotted:			
(a) Agricultural, now irrigated			
(b) Agricultural, not irrigated but susceptible thereof and for which there is apparent water supply			
(c) Agricultural, irrigation unnecessary			
(d) Total agricultural land (total of a, b, and c)	[b]		

[a] These figures must show the total acreage and value, respectively, of lands reserved for agency purposes and must be the same as the acreage and value of agency lands reported in query 2, page 47.
[b] These figures must agree with those reported in column (1), query 27 (e), page 25.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1921

Santa Fe, New Mex.

NOT APPLICABLE HERE

_____ Indian School.

_____ Reservation.

13. Allotted—Continued.

	(1) Acreage.	(2) Value per acre.	(3) Total value.
(e) Grazing (open country)		$	$
(f) Grazing (swamp)			
(g) Timber land covered with pasture grass			
(h) Total grazing land (total of e, f, and g)	a		
(i) Swamp, nongrazing			
(j) Timber land not covered with pasture grass			
(k) Mineral land			
(l) Valuable for other purposes			
(m) Unfit for any purpose			
(n) Total, all classes (total of d, h, i, j, k, l, and m)	b		b

14. Unallotted:

(a) Agricultural, now irrigated			
(b) Agricultural, not irrigated but susceptible thereof and for which there is apparent water supply			
(c) Agricultural, irrigation unnecessary			
(d) Total agricultural land (total of a, b, and c)	c		
(e) Grazing (open country)			
(f) Grazing (swamp)			
(g) Timber land covered with pasture grass			
(h) Total grazing land (total of e, f, and g)	d		
(i) Swamp, nongrazing			
(j) Timber land not covered with pasture grass			
(k) Mineral land			
(l) Valuable for other purposes			
(m) Unfit for any purpose			
(n) Total, all classes (total of d, h, i, j, k, l, and m)	b		b

a These figures must agree with those reported in column (1), query 28 (e), page 25.
b These figures must show the total acreage and value, respectively, of allotted and unallotted lands, and must be the same as acreage and value reported in queries 7 and 8, page 54.
c These figures must agree with those reported in column (2), query 27 (e), page 25.
d These figures must agree with those reported in column (2), query 28 (e), page 25.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

Santa Fe, New Mex. Indian School.

Reservation.

15. Use of school and agency lands:

	(1) School lands (acres).	(2) Agency lands (acres).	(3) Total acres.
(a) Building sites	30		
(b) Under cultivation	60		
(c) Used for pasture	9		
(d) Used for corrals or yard	2		
(e) Used for other purposes (name purpose)—			
Orchard	5		
(f) Unused			
(g) Total	a 106	a	106

16. Wagon roads on reservation:

	(1) On school lands.	(2) On agency lands.	(3) On Indian lands.	(4) Total on reservation.
Complete—				
(a) Miles of roads				
(b) Cost	$	$	$	$
In course of construction—				
(c) Miles of roads				
(d) Cost when completed	$	$	$	$
Total—				
(e) Miles of roads (total of a and c)				
(f) Cost (total of b and d)	$	$	$	$
Repaired during fiscal year—				
(g) Miles of roads repaired				
(h) Cost of repairs	$	$	$	$

17. Number, acreage, and value of school, agency, demonstration, and experimentation farms on the reservation:

Kinds of farms.	(1) Number of such farms.	(2) Acreage of such farms.	(3) Value per acre.	(4) Total value.
(a) School farms	See above and page 17. Nthing more for this school.			
(b) Agency farms				
(c) Demonstration farms				
(d) Experimentation farms				
(e) Total				

a These figures must agree with acreage reported under queries 11(n) and 12(n), pages 17 and 18.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

Santa Fe N.Mex. Indian School.

1921

Reservation.

18. Persons employed during the year on school, agency, demonstration, and experimentation farms (if a person devoted only part of his time to the farm work, show only that part of his salary chargeable thereto):

Kinds of farms.	REGULAR. (1) Number.	REGULAR. (2) Salary for the year.	IRREGULAR. (3) Number.	IRREGULAR. (4) Wages for the year.	TOTAL. (5) Number.	TOTAL. (6) Wages and salary.
(a) On school farms	2	1500		$	2	1500
(b) On agency farms						
(c) On demonstration farms						
(d) On experimentation farms						
(e) Total	2	1500			2	$1500

19. Tools, agricultural implements, etc., on hand for use on school, agency, demonstration, and experimentation farms:

Kinds.	ON SCHOOL FARMS. (1) Quantity.	ON SCHOOL FARMS. (2) Value.	ON AGENCY FARMS. (3) Quantity.	ON AGENCY FARMS. (4) Value.	ON DEMONSTRATION FARMS. (5) Quantity.	ON DEMONSTRATION FARMS. (6) Value.	ON EXPERIMENTATION FARMS. (7) Quantity.	ON EXPERIMENTATION FARMS. (8) Value.
(a) Machines, harvesting and threshing		$		$		$		$
(b) Plows, harrows, cultivators, etc	37	458.75						
(c) Vehicles, wagons, buggies, sleighs, etc	14	2584.42						
(d) Road machinery, scrapers, etc	1	5.70						
(e) Harness sets	10	238.15						
(f) Hand tools, rakes, shovels, hammers, etc	285	197.75						
(g) Total value of above		$3474.80						
(h) Buildings, cellars, etc.	2432	[illegible]		166103.00				
(i) Live stock (draft animals)	12	875.00						
(j) Miscellaneous property		3815.28						
(k) Total of g, h, i, and j		$178969.08						

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1921 Santa Fe N.M. Indian School.

Reservation.

20. Quantity and value of seeds and other materials (not including machinery, equipment, etc.) used on school, agency, demonstration, and experimentation farms:

Kinds of seed and materials.	Unit.	School farms. (1) Quantity.	School farms. (2) Value.	Agency farms. (3) Quantity.	Agency farms. (4) Value.	Demonstration farms. (5) Quantity.	Demonstration farms. (6) Value.	Experimentation farms. (7) Quantity.	Experimentation farms. (8) Value.
(a) Garden Seeds			$91.25		$		$		$
(b) Trees, Plants, Flowers			68.69						
(c)									
(d)									
(e)									
(f)									
(g)									
(h)									
(i) Total value			$159.94						

21. Products of boarding-school farms, orchards, etc.:

Products, such as stock, poultry, fruit, vegetables, grain, etc.	Unit.	Total raised. (1) Quantity.	Total raised. (2) Value.	Consumed. (3) Quantity.	Consumed. (4) Value.	Sold. (5) Quantity.	Sold. (6) Value.	On hand. (7) Quantity.	On hand. (8) Value.
(a) Alfalfa Hay	T.	91	112.50	8	112.50		$		$
(b) Milk	Gal.	10424	1259.	9614	1771.	790	474.00		
(c) Eggs	Doz.	475	205.60	455	199.00	11	6.60		
(d) Ensilage	T.	170	1360.	170	1360.				
(e) Vegetables	Lbs.	28434	784.68	24722	743.20	712	21.36		
(f) Pork	"	2577	264.20	2205	190.80	372	74.40		
(g) Beef	"	1120	280.	1053	263.25	67	16.75		
(h) Calves	No.	14	335.	5	100.	8	220.	1	15.00
(i) Pigs	"	26	234.82	16	144.48	8	72.24	2	18.10
Cream value	Qts.	84	58.80		a	84	58.80		a
Chickens	No.					15	14.46		

a Total of values consumed, sold, and on hand must equal total value raised.

$[illegible]$2870.54 $2884.38 $956.61 $33.19

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1921

Santa Fe, New Mex.

NOT APPLICABLE HERE ---------- Indian School.

22. Products of day-school farms, orchards, etc.: ---------- Reservation.

Products, such as stock, poultry, fruit, vegetables, grain, etc.	Unit.	Total raised.		Consumed.		Sold.		On hand.	
		(1) Quantity.	(2) Value.	(3) Quantity.	(4) Value.	(5) Quantity.	(6) Value.	(7) Quantity.	(8) Value.
(a)			$		$		$		$
(b)									
(c)									
(d)									
(e) Total value			[a]		[a]		[a]		[a]
(f) Total both boarding and day schools (21 (i) + 22 (e))									

23. Products of agency farm, orchard, etc.:

Products, such as stock, poultry, fruit, vegetables, grain, etc.	Unit.	Total raised.		Consumed.		Sold.		On hand.	
		(1) Quantity.	(2) Value.	(3) Quantity.	(4) Value.	(5) Quantity.	(6) Value.	(7) Quantity.	(8) Value.
(a)			$		$		$		$
(b)									
(c)									
(d)									
(e) Total value			[a]		[a]		[a]		[a]

24. Products of demonstration farm (separate from school or agency farm):

Products, such as stock, poultry, fruit, vegetables, grain, etc.	Unit.	Total raised.		Consumed.		Sold.		On hand.	
		(1) Quantity.	(2) Value.	(3) Quantity.	(4) Value.	(5) Quantity.	(6) Value.	(7) Quantity.	(8) Value.
(a)			$		$		$		$
(b)									
(c)									
(d)									
(e) Total value			[a]		[a]		[a]		[a]

25. Products of experimentation farm:

Products, such as stock, poultry, fruit, vegetables, grain, etc.	Unit.	Total raised.		Consumed.		Sold.		On hand.	
		(1) Quantity.	(2) Value.	(3) Quantity.	(4) Value.	(5) Quantity.	(6) Value.	(7) Quantity.	(8) Value.
(a)			$		$		$		$
(b)									
(c)									
(d)									
(e) Total value			[a]		[a]		[a]		[a]

[a] Total of values consumed, sold, and on hand must equal total value raised.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1921

Santa Fe N.Mex. Indian School.

Reservation.

26. Articles fabricated in shops and sewing rooms at[a] Santa Fe Indian School (Insert name of school or agency.)

Articles.	Quantity made.	Value of material used.	Market value of manufactured articles.	Used.		Sold.		On hand.	
				Quantity.	Value.	Quantity.	Value.	Quantity.	Value.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
		$	$		$		$		$
Aprons No.	328	249.75		328	249.75				
Bread Lvs.	93427	9343.70		93427	9342.70				
Bloomers No.	188	188.		188	188.00				
Benches "	23	92.						23	$92.00
Cupboards "	2	20.						2	20.
Caps "	83	34.70		83	34.70				
Curtains "	51	25.50		51	25.50				
Cases Pil. "	220	110.		220	110.				
Dresses "	462	1386.		462	1386.				
" Unif. "	87	870.		87	870.				
Garters "	369	36.90		369	36.90				
Gowns "	246	369.		246	369.				
Cases File "	8	40.						8	40.
Napkins S. "	379	37.90		379	37.90				
Pies "	476	94.20							
Rolls Ds.	668	99.60		668	99.60				
Shoes No.	16	49.50		16	49.50				
Slips "	250	188.25		250	188.25				
Skirts "	80	80.		80	80.				
Sheets "	902	902.		902	902.				
Shirts M. "	192	192.		192	192.				
Towels "	4033	887.46		4033	887.46				
Suits Tab Value[b]	27	99.		27	99.				
Misc. Bags "	426	21.30		426	21.30				
		$15042.70			$14890.70				$152.00

[a] See Abstract C, Annual property accounts, Form 5-068, for current year.
[b] The sum of the value used, sold, and on hand must agree with market value of manufactured articles.

SECTION V.—INDUSTRIES—Continued.

1921 Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE

Reservation.

27. Acreage of agricultural lands:

	(1) Allotted.	(2) Unallotted.	(3) Total.
(a) Acres agricultural lands cultivated by Indians			a
(b) Acres agricultural lands used by Indians for grazing purposes			
(c) Acres agricultural lands leased			b
(d) Acres agricultural lands not used for any purpose			
(e) Total	c	c	

28. Acreage of grazing lands:

(a) Acres grazing lands used by Indians for grazing purposes			
(b) Acres grazing lands used by Indians for other purposes			
(c) Acres grazing lands leased			b
(d) Acres grazing lands unused			
(e) Total	d	d	

29. Total acreage used by Indians for grazing purposes (total of 27 (b) and 28 (a)):

(1) Allotted lands.	(2) Unallotted lands.	(3) Total.

30. Indians farming for themselves:

	ALLOTTED.		UNALLOTTED.		LEASED OR RENTED.		TOTAL.	
	(1) Number.e	(2) Acreage.	(1) Number.e	(2) Acreage.	(1) Number.e	(2) Acreage.	(1) Number.	(2) Acreage.
(a) Allotted Indians								
(b) Unallotted Indians								
(c) Total							a	

a These figures must agree.
b Sum of these figures must equal total acreage leased, as reported in query 38 (a), (b), (c), and (f), page 28.
c These figures must agree with those reported under queries 13 (d) and 14 (d), respectively, pages 18 and 19.
d These figures must agree with those reported under queries 13 (h) and 14 (h), respectively, page 19.
e Number Indians must not be duplicated.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1921 Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE Reservation.

31. Crops raised by Indians and value thereof (garden truck may be combined as miscellaneous):

Kinds.	Unit.	On allotted lands. (1) Quantity.	On allotted lands. (2) Value.	On unallotted lands. (3) Quantity.	On unallotted lands. (4) Value.	Total. (5) Quantity.	Total. (6) Value.
(a)			$		$		$
(b)							
(c)							
(d)							
(e)							
(f)							
(g)							
(h)							
(i) Total value							a

32. Disposition of above crops:

(a) Value of crops consumed by the Indians $

(b) Value of crops sold by the Indians

(c) Value of crops remaining on hand

(d) Total a

33. Largest acreages farmed by individual Indians:

(1) Name of Indian.	(2) Degree of Indian blood.	(3) Age.	(4) Acreage farmed.	(5) Principal crops raised.	(6) Value of crops raised.
					$

a These figures must agree.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

Santa Fe, New Mex. Indian School.

1921 _____ Reservation.

NOT APPLICABLE HERE

34. Number of acres under ditch:

	(1) From wells.	(2) From other systems.	(3) Total.
(a) Allotted lands			
(b) Unallotted lands			
(c) Total			[a]

35. Number of acres under ditch, distributed as follows:

	(1) For farming.	(2) For grazing.	(3) Other purposes.	(4) Total.
Used by Indians—				
(a) Allotted lands				
(b) Unallotted lands				
(c) Total				
Used by lessees—				
(d) Allotted lands				
(e) Unallotted lands				
(f) Total				
Not used—				
(g) Allotted lands				
(h) Unallotted lands				
(i) Total				
Total acreage under ditch:				
(j) Allotted lands				
(k) Unallotted lands				
(l) Total				[a]

36. Acreage susceptible of farming without irrigation:

Used by Indians—				
(a) Allotted lands				
(b) Unallotted lands				
(c) Total				
Used by lessees—				
(d) Allotted lands				
(e) Unallotted lands				
(f) Total				
Not used—				
(g) Allotted lands				
(h) Unallotted lands				
(i) Total				
Total acreage susceptible of farming without irrigation—				
(j) Allotted lands				
(k) Unallotted lands				
(l) Total				

[a] These figures must agree.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

Santa Fe, New Mex.
_____ Indian School.

1921

_____ Reservation.

NOT APPLICABLE HERE

37. Acreage of allotments:

	(1) Number of allotments.	(2) Acreage of allotments.
(a) Total allotments on reservation and acreage		
(b) Worked or used by Indians		
(c) Not used by Indians		

38. Acreage under lease or permit, and income paid in cash, or improvements, during the current fiscal year:

	(1) ALLOTTED LANDS.				(2) UNALLOTTED LANDS.		
	(1) Number.	(2) Number of allotments.	(3) Acres.	(4) Rental.	(5) Number.	(6) Acres.	(7) Rental.
(a) Farming leases				$			$
(b) Grazing leases							
(c) Grazing permits							
(d) Mining—							
(1) Coal and asphalt							
(2) Oil and gas							
(3) Other minerals							
(e) Name other purposes—							
_____							
(f) Improvements for—							
(1) Farming leases[a]				[b]			[b]
(2) Grazing[a]				[b]			[b]
Total							

39. Allotments under lease:

	(1) Number.	(2) Acreage.	(3) Total revenue.
(a) Through departmental control			$
(b) By Indians direct with departmental permission			
(c) By Indians direct without departmental permission			
Total			

40. Number of Indian traders licensed to do business on the reservation:

(a) Indians (full-blood)	
(b) Indians (mixed-blood)	
(c) Whites	
(d) Total	

[a] Should not be included above, in (a) and (b).
[b] If actual figures can not be supplied, give estimated figures.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1921

Santa Fe, N.Mex. Indian School.

Reservation.

41. Number of Indians engaged in live-stock industry as principal means of support:
   (a) Allotted Indians
   (b) Unallotted Indians
   (c) Total

42. Number of Indians owning stock as only partial means of support or for farm or home use:
   (a) Allotted Indians
   (b) Unallotted Indians
   (c) Total

43. Number of families having milch cows and using them as such

44. Stock on the reservation June 30, current fiscal year, belonging to the United States:

	Agency.[a]		School.[a]		Total.	
	(1) Number.	(2) Value.	(3) Number.	(4) Value.	(5) Number.	(6) Value.
(a) Bees (colonies)		$		$		$
(b) Beef Pigs			49	435.81	49	435.81
(c) Bulls			1	175.00	1	175.00
(d) Burros			2	30.00	2	30.00
(e) Cows and heifers			21	2900.	21	2900.00
(f) Goats						
(g) Hogs and pigs						
(h) Horses			3	225.	3	225.00
(i) Jacks						
(j) Mares						
(k) Mules			4	620.00	4	620.00
(l) Rams and wethers						
(m) Sheep (ewes)						
(n) Stallions (pony)						
(o) Stallions (large)						
(p) Steers Calves			1	15.00	1	15.00
(q) Poultry—						
(1) Chickens			101	87.46	101	87.46
(2) Ducks						
(3) Geese						
(4) Turkeys						
(r) Other kinds, if any—						
Total value				$4488.27		$4488.27

[a] Only stock *used* for agency and school purposes should be classed under these headings; tribal stock should be shown in query (B) page 30.

SECTION V.—INDUSTRIES—Continued.

Santa Fe, New Mex. Indian School.

1921
Not Applicable Here

_____ Reservation.

45. Stock on the reservation June 30, current fiscal year:

(A) Belonging to individual Indians—

	Allotted Indians.		Unallotted Indians.		Total.	
	(1) Number.	(2) Value.	(3) Number.	(4) Value.	(5) Number.	(6) Value.
(a) Bees (colonies)		$		$		$
(b) Boars						
(c) Bulls						
(d) Burros						
(e) Cows and heifers						
(f) Goats						
(g) Hogs and pigs						
(h) Horses						
(i) Jacks						
(j) Mares						
(k) Mules						
(l) Rams and wethers						
(m) Sheep (ewes)						
(n) Stallions (pony)						
(o) Stallions (large)						
(p) Steers						
(q) Poultry—						
(1) Chickens						
(2) Ducks						
(3) Geese						
(4) Turkeys						
(r) Other kinds, if any—						
Total value						a

(B) Belonging to the tribe—

	(1) Number.	(2) Value.
(a) Bulls		$
(b) Cows and heifers		
(c) Steers		
(d) Horses		
(e) Mares		
(f) Stallions		
(g) Mules		
(h) Sheep		
(i) Goats		
(j)		
(k)		
Total value		b

a These figures must agree with those under query 8 (1), page 54.
b These figures must agree with those under query 7 (b), page 54.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1921

NOT APPLICABLE HERE

Santa Fe, New Mex. Indian School.

Reservation.

46. Stock belonging to Indians sold for slaughter or other purposes and slaughtered by Indians June 30, current fiscal year:

	Sold.		Slaughtered by Indians.		Total.	
	(1) Number.	(2) Value.	(3) Number.	(4) Value.	(5) Number.	(6) Value.
(a) Bees (colonies)		$				$
(b) Boars				$		
(c) Bulls						
(d) Burros						
(e) Cows and heifers						
(f) Goats						
(g) Hogs and pigs						
(h) Horses						
(i) Jacks						
(j) Mares						
(k) Mules						
(l) Rams and wethers						
(m) Sheep (ewes)						
(n) Stallions (pony)						
(o) Stallions (large)						
(p) Steers						
(q) Poultry—						
(1) Chickens						
(2) Ducks						
(3) Geese						
(4) Turkeys						
(r) Other kinds, if any—						
Total value						

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1921

Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE

_____ Reservation.

47. Stock on the reservation June 30, current fiscal year, belonging to lessees:

	On allotted land		On unallotted land.		Total.	
	(1) Number.	(2) Value.	(3) Number.	(4) Value.	(5) Number.	(6) Value.
(a) Bees (colonies)		$		$		$
(b) Boars						
(c) Bulls						
(d) Burros						
(e) Cows and heifers						
(f) Goats						
(g) Hogs and pigs						
(h) Horses						
(i) Jacks						
(j) Mares						
(k) Mules						
(l) Rams and wethers						
(m) Sheep (ewes)						
(n) Stallions (pony)						
(o) Stallions (large)						
(p) Steers						
(q) Other kinds, if any—						
Total value						

48. Stock on reservation at close of fiscal year belonging to Government employees:

(1) Names of employees.	Used wholly for private purposes.				Used wholly or partly for Government purposes.			
	(2) Kinds owned (horses, cows, etc.).	(3) Number owned.	Cost for year's maintenance.		(6) Kinds owned (horses, cows, etc.).	(7) Number owned.	Cost for year's maintenance.	
			(4) To Government.	(5) To owner.			(8) To Government.	(9) To owner.
			$	$			$	$
Total								

STATISTICAL.

Section V.—Industries—Continued.

1921 Santa Fe Indian School, N.M. school.

_____ Reservation.

49. Stock purchased during current fiscal year:

	For Government.[a]		For Indians.[b]		Total.	
	(1) Number.	(2) Value.	(3) Number.	(4) Value.	(5) Number.	(6) Value.
(a) Boars		$		$		$
(b) Bulls						
(c) Calves						
(d) Cows						
(e) Geldings						
(f) Goats						
(g) Heifers						
(h) Hogs						
(i) Jacks						
(j) Mares						
(k) Mules						
(l) Oxen						
(m) Pigs	2	$20.00			2	$20.00
(n) Ponies						
(o) Rams						
(p) Sheep						
(q) Stallions						
(r) Steers						
(s) Other kinds Baby Chicks	350	$70.00			350	$70.00
Total value						$90.00

[a] Stock shown in these columns should agree with stock purchased as shown on abstracts *A* and *B* quarterly property accounts, with exception of animals purchased for subsistence.

[b] Stock purchased by or for Indians with personal or individual or reimbursable funds, or for issue to Indians with Government funds.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1921 Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE Reservation.

50. Indians engaged in other industries, trades, or professions for themselves (not to include Indians employed by others):

	(1) Number of Indians in each industry.	(2) Quantity produced.	(3) Value of products produced.
(a) Basket making			$
(b) Beadwork			
(c) Blanket weaving			
(d) Lace making			
(e) Pottery			
(f) Fishing			
(g) Cutting and selling wood and timber			
(h) Others (name them)—			
Total			

51. Number of able-bodied adult Indians under your jurisdiction who support themselves by their own industry and thrift

52. Number of able-bodied adult Indians other than above who make an effort at self-support but are not entirely self-supporting by their own industry and thrift

(a) Number of these Indians who have sufficient individual Indian moneys or receive annuities sufficient to make up the deficiency for their support and not supplied by their own industry

53. Number of able-bodied adult Indians who make no effort at self-support

(a) Number of these Indians who have individual Indian moneys or receive annuities sufficient for their support

54. Total of Nos. 52 and 53

55. Total of Nos. 52 (a) and 53 (a)

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1921

Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE

Reservation.

56. Number of Indians to whom rations were issued and for which no labor was performed (not to include pupils at school):

	Males.		Females.		Total.	
	(1) Adults.	(2) Minors.	(3) Adults.	(4) Minors.	(5) Adults.	(6) Minors.
(a) Able-bodied						
(b) Mentally or physically disabled						
(c) Total						

57. Number of Indians to whom rations were issued in payment for labor performed:

Males.		Females.		Total.	
(1) Adults.	(2) Minors.	(3) Adults.	(4) Minors.	(5) Adults.	(6) Minors.

58. Number of Indians to whom cash was paid for labor in lieu of rations:

Males.		Females.		Total.	
(1) Adults.	(2) Minors.	(3) Adults.	(4) Minors.	(5) Adults.	(6) Minors.

59. Number of Indians to whom miscellaneous supplies were issued and for which no labor was performed (not to include pupils at school):

	Males.		Females.		Total.	
	(1) Adults.	(2) Minors.	(3) Adults.	(4) Minors.	(5) Adults.	(6) Minors.
(a) Able-bodied						
(b) Mentally or physically disabled						
(c) Total						

60. Number of Indians to whom miscellaneous supplies were issued in payment for labor performed:

Males.		Females.		Total.	
(1) Adults.	(2) Minors.	(3) Adults.	(4) Minors.	(5) Adults.	(6) Minors.

61. Number of Indians to whom cash was paid for labor in lieu of miscellaneous supplies:

Males.		Females.		Total.	
(1) Adults.	(2) Minors.	(3) Adults.	(4) Minors.	(5) Adults.	(6) Minors.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1931 Santa Fe, New Mex. Indian School

NOT APPLICABLE HERE ..... Reservation.

62. Quantity and value of rations issued during the current fiscal year:

Articles.	Unit.	To Indians described in query 56.		To Indians described in query 57.	
		(1) Quantity.	(2) Value.	(3) Quantity.	(4) Value.
			$		$
Total					

63. The amount of cash paid to Indians described in query 58 ..... $.....

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1921 Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE Reservation.

64. Quantity and value of miscellaneous supplies issued during the current fiscal year:

Articles.	Unit.	To Indians described in query 59.		To Indians described in query 60.	
		(1) Quantity.	(2) Value.	(3) Quantity.	(4) Value.
			$		$
Total					

65. The amount of cash paid to Indians described in query 61 $

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1921

NOT APPLICABLE HERE

Santa Fe, New Mex. Indian School.

Reservation.

66. Improvements on Indian lands:

Dwellings.	Constructed prior to current fiscal year.				Constructed during current fiscal year.			
	Log.	Frame.	Brick.	Adobe.	Log.	Frame.	Brick.	Adobe.
3 rooms or less								
4 or 5 rooms								
6 rooms or more								
Total								
Barns								

67. Number of above dwellings occupied by Indians

68. Number of above dwellings occupied by lessees

69. Water supply:

Total sources of water supply existing prior to current fiscal year.				Provided during fiscal year.		Number Indian families having water supply within ¾ mile of—			
Wells.	Improved springs.	Lakes.	Streams.	Wells.	Improved springs.	Wells.	Springs.	Lakes.	Streams.

70. Number sources of water supply contaminated or subject to contamination

71. Orchards:

Number trees now living which were—	Apple.	Peach.	Cherry.	Plum.	Fig.			
Planted current fiscal year								
Planted previous to current fiscal year								
Total								

STATISTICAL.

SECTION VI.—FORESTRY.

Annual Report 1921 (Year.) Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE Reservation.

1. Estimated forest resources June 30, current fiscal year:

	(1) Acreage.	(2) Board feet.	(3) Stumpage Value per M.	(4) Total value timber.
(a) Allotted lands			$	$
(b) Unallotted lands				
(c) Total				

2. Estimated value of timber lands, exclusive of timber, June 30, current fiscal year:

	(1) Acreage.	(2) Value per acre.	(3) Total value.
(a) Allotted lands		$	$
(b) Unallotted lands			

(c) Total value timber lands $

3. Estimated percentages of predominating species:

(1) Species.	(2) Estimated percentage.	(3) Species.	(4) Estimated percentage.
(a)		(d)	
(b)		(e)	
(c)		(f)	

4. Roads, fences, etc.:

	Built to date.			Needed but not yet built.		
	(1) Number.	(2) Miles.	(3) Total cost.	(1) Number.	(2) Miles.	(3) Estimated cost.
(a) Roads			$			$
(b) Trails						
(c) Fire lines						
(d) Telephone lines						
(e) Fences						
(f) Lookout stations						
(g) Cabins						
(h) Stables						
(i) Corrals						
(j) Total						

5. Number of private sawmills on the reservation ____ Total manufactured by them ____ Board feet.
   (a) Present value $
6. Number of Government sawmills on reservation ____ Present value $
   (a) Production for current year (not in value):
   Lumber ____ Shingles ____ Lath ____
   Total value all products $
7. Number of employees in forestry work
   (a) Total cost of operation for one year $

STATISTICAL.

SECTION VI.—FORESTRY—Continued.

1921

NOT APPLICABLE HERE

Santa Fe, New Mex. Indian School.

Reservation.

8. Total amount of timber cut during the current fiscal year:

	(1) Amount.	(2) Stumpage value.	(3) Amount.	(4) Stumpage value.
(A) Under contract from allotted lands—			(B) Under contract from unallotted lands—	
(a) By Indians—				
Number feet B. M		$		$
Number poles				
Number fence posts				
Cords firewood				
Cords pulp wood				
(b) By other persons—				
Number feet B. M				
Number poles				
Number fence posts				
Cords firewood				
Cords pulp wood				
(C) Under permit from allotted lands—			(D) Under permit from unallotted lands—	
(a) By Indians—				
Number feet B. M				
Number poles				
Number fence posts				
Cords firewood				
Cords pulp wood				
(b) By other persons—				
Number feet B. M				
Number poles				
Number fence posts				
Cords firewood				
Cords pulp wood				
(E) By Government from unallotted lands—			(E) By Government from unallotted lands—	
(a) For use—			(b) For sale—	
Number feet B. M				
Number poles				
Number fence posts				
Cords firewood				
Cords pulp wood				

9. The relation of the existing local force, for handling all classes of business and for fire protection, is one man to _____ acres of forest.

10. Number of forest users and others available when called upon to help in case of fire _____ _____

STATISTICAL.

SECTION VI.—FORESTRY—Continued.

1921

Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE

Fire Report: ..... Reservation.

	Class and number.			
	A.[a]	B.[b]	C.[c]	Total.
11. Fires originating on unallotted lands				
12. Fires originating on allotted lands inside of reservation boundaries				
13. Fires originating on allotted lands outside of reservation boundaries				
14. Fires originating outside of reservation boundaries and on non-Indian lands				
Total number of fires				

	Railroad.	Lightning.	Incendiary.	Brush burning.	Campers.	Sawmills.	Unknown.	Miscellaneous.	Total.
15. Causes of all fires reported									

16. ..... Damage from all fires:

Location of fires.	Area burned over.			Damage to timber, reproduction, and forage.[d]				
	Timbered.	Open.	Total.	Timber destroyed or damaged.		Reproduction value.	Forage value.	Total value.
				M B. F.	Value.			
	Acres.	*Acres.*	*Acres.*					
On unallotted lands					$	$	$	$
On allotted lands inside of reservation boundaries								
On allotted lands outside of reservation boundaries								
Total								

17. ..... Cost of fighting all fires:

Division of cost.	Temporary labor.	Guard and ranger labor.	Tools, supplies, transportation, etc.	Total cost.	Value of cooperation.
On unallotted lands	$	$	$	$	$
On allotted lands					
Total					

[a] Under Class A include camp fires and other small fires covering not more than a few square rods.
[b] Under Class B include small forest fires extinguished without special expense and covering generally not over 5 acres.
[c] Under Class C include large fires requiring extra help and expense.
[d] The amount and value of damaged cordwood may be included with the timber on a ratio of 1 cord=500 B. F.

STATISTICAL.

SECTION VII.—IRRIGATION.

Annual Report 1921 (Year.)

Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE

_____ Reservation.

(FOR RESERVATIONS WEST OF 100TH MERIDIAN.)

1. Give data regarding irrigable area of your reservation as outlined below:

	(1) Allotted land (acres).	(2) Unallotted land (acres).	(3) School land (acres).	(4) Agency land (acres).	(5) Total (acres).
(a) Total area susceptible of irrigation and for which there is apparent water supply, including that under project					
(b) Area under projects approved or investigated					[a]
(c) Area under other possible projects					[a]
(d) Area brought within service of ditches during the year					
(e) Total area within service of ditches June 30					
(f) Irrigated area leased					
(g) Area irrigated land cultivated by Indians during year					
(h) Irrigated area owned by whites					
(i) Number of Indians cultivating irrigated land					
(j) Irrigable area leased					
(k) Irrigable area sold					

(l) Number of allotments under ditch June 30, current fiscal year _____

(m) Number of allotments sold, under ditch June 30, current fiscal year _____

(n) Number of Indians benefited by irrigation (exclusive of wages) _____

2. Miles of ditches on reservation:

(a) Main _____

(b) Lateral _____

(c) Total _____

[a] Sum of these figures must equal total area susceptible of irrigation, column (5), query 1 (a).

STATISTICAL.

SECTION VII.—IRRIGATION—Continued.

Santa Fe, New Mex. Indian School.

1921 Reservation.

3. Number of irrigation structures on reservation:

Kinds.	(1) Concrete.	(2) Masonry.	(3) Timber.	(4) Earth.	(5) Steel.	(6) Total.
Diversion dams						
Storage dams						
Total dams						
Headgates	We have a "tank" holding 500,000 gallons. When					
Drops	rainfall is slack, we fill this tank from the city					
Chutes	water supply and use for irrigation. Also, about 1/3					
Flumes	of school farm is so that it may be irrigated from					
Checks	company ditch coming out of Santa Fe Canyon. However,					
Waste gates	as a rule, when we need water from that source, it can					
Division boxes	not be had.					
Bridges						
Culverts						
Siphons						

4. What is the rainfall in inches on your reservation?

	Inches.		Inches.
(a) January		(g) July	
(b) February	Rainfall exceedingly uncertain and varies a great deal.	(h) August	
(c) March	The annual average is about 14 inches at Santa Fe station.	(i) September	
(d) April	There was scarcely any rain or snow during the entire fiscal	(j) October	
(e) May	year until May-June, during which time there was several	(k) November	
(f) June	inches of precipitation.	(l) December	
(m) Total for year			

5. Acreage and value of crops raised on irrigated lands:

	By Indians.		By Whites.	
	(1) Acreage.	(2) Value of product.	(1) Acreage.	(2) Value of product.
(a) Allotted land		[a]$		$
(b) Unallotted land		[a]		
(c) School land				
(d) Agency land				
(e) Total all lands				

[a] This sum is the value of products raised by irrigation, and should never exceed the value reported in query 31, page 26.

STATISTICAL.

SECTION VIII.—SALES.

Annual Report 1921 (Year.)

Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE

Reservation.

1. Total number of Indians under your supervision ..... [a]

   (a) Total number of these Indians who have no allotted or inherited lands under governmental control and who have received their pro rata shares of all the trust funds of the tribes and their individual Indian moneys (this not to include those Indians who have never received allotments) .....

   (b) Total number of Indians remaining under Federal jurisdiction (which should be No. 1 (a) subtracted from No. 1) .....

2. Total number of patents in fee issued to June 30, current fiscal year:

	(1) Number.	(2) Acreage.
(a) For original allotments		
(b) For inherited lands		
(c) Total		

3. Total number of patents in fee issued during fiscal year:

(a) For original allotments		
(b) For inherited lands		
(c) Total		

4. Number of Indians who have received patents in fee for their entire allotment .....
   (a) Acreage thereof .....
   (b) Number of these Indians who have disposed of all their inherited lands or have not fallen heir to any .....

5. Total acreage sold to June 30, current fiscal year:

	(1) Acreage.	(2) Amount received.
(a) Allotted land		$
(b) Unallotted land		
(c) Total		

6. Total acreage sold during current fiscal year:

	(1) Acreage.	(2) Amount received.
(a) Allotted land		$
(b) Unallotted land		
(c) Total		

7. Living unallotted Indians under your supervision ..... [b]
8. Living allotted Indians who have not received patents in fee for any part of their allotments .....
9. Living allotted Indians who have received patents in fee for only part of their allotments .....

[a] These figures must agree with those reported in column (9), query 9 (1), page 16.
[b] The number of Indians unallotted and allotted should agree with those in query 1 (c), page 15.

STATISTICAL.

SECTION VIII.—SALES—Continued.

Annual Report 1921 (Year.)

NOT APPLICABLE HERE

Santa Fe, New Mex. Indian School.

_____ Reservation.

10. Number of Indians who now have patents in fee for part or entire allotment _____
    (a) Acreage thereof _____
    (b) Value thereof $_____

11. Living allotted Indians who have received patents in fee for their entire allotment _____

12. Total number living allotted Indians _____ [a]

13. Total all living Indians under your supervision _____ [b]

SECTION IX.—RECORDS.

1. Give a statement showing area and description of all lands on the reservation reserved during current year for any purpose, date reserved, authority for reservation, organization for whom reserved, purpose of reservation, description of the land by legal subdivisions, sections, etc., and the area thereof.

(1) Date reserved.	(2) Authority for reservation.	(3) Organization.	(4) Purpose.	(5) Description.	(6) Area.	(7) Value.

2. Town sites on reservation established to date:

(1) Date of establishment.	(2) Authority for establishment.	(3) Description.	(4) Area.

[a] The number of Indians unallotted and allotted should agree with those in query 1 (c), page 15.
[b] These figures must agree with those reported in column (9), query 9 (1), page 16.

STATISTICAL.

Section X.—Government Property.

Annual Report 1922 (Year.)

Santa Fe N.M. Indian School.

Reservation.

Property Under Your Jurisdiction Belonging to the United States.

1. School property:

Name or number of school Santa Fe Indian Industrial School

(List each school separately, for which extra sheets are sent, and letter the succeeding sheets a, b, c, etc.)

(a) School lands— 50 A @$200. 56 A @$10 — Total value.

[a] 106 acres; valued at $ ____ per acre ____ [a] $ 10560.00

(b) Buildings— 34 number of buildings at total value of ____ $ 166108.00

(c) Heating and power plants— 9 separate plants, supplying 14 buildings ____ 21145.69

(d) Lighting system (kind Electric (Contract)) ____ 2000.00 Approx.

(e) Water system (kind Gravity do) ____ 2200.00 "

(f) Sewer system (kind Flush & Gravity) ____

(g) Total value of items b, c, d, e, and f (same must agree with the figures reported by you on Forms 5-366 and 5-366a) ____ $191448.69

(h) Value of furniture and fixtures ____ 15000.00

(i) Value of supplies on hand or in storehouse ____ 40960.10

(j) Value of equipment for industrial education, in shops, laundries, etc ____ 7500.00

(k) Value of live stock ____ [b] 4488.87

(l) Value of agricultural implements ____ 3048.90

(m) Value of tools and implements of other kinds ____ 197.75

(n) Value of miscellaneous property ____ 3516.28

(o) Total value of all property belonging to this school (total of items a, g, h, i, j, k, l, m, and n) ____ $276715.59

[a] The total acreage and value of school lands in queries 1, pages 46 and 46 lettered, must agree with figures reported in columns (1) and (3), query 11 (n), page 17.

[b] The total value of stock in queries (k), pages 46 and 46 lettered, must agree with value reported in column 4, query 44, page 29.

STATISTICAL.

SECTION X.—GOVERNMENT PROPERTY—Continued.

1921 Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE ---------- Reservation.

2. Agency property:

(a) Agency lands—

Total value.

[a] ---------- acres; valued at $---------- per acre ---------- [a] $----------

(b) Buildings—

---------- number of buildings at total value of ---------- $----------

(c) Heating and power plants—

---------- separate plants, supplying ---------- buildings ---------- ----------

(d) Lighting system (kind ----------) ----------

(e) Water system (kind ----------) ----------

(f) Sewer system (kind ----------) ----------

(g) Total value of items b, c, d, e, and f (same must agree with the figures reported by you on Forms 5-366 and 5-366*a*) ----------

(h) Value of furniture and fixtures ----------

(i) Value of supplies on hand or in storehouse ----------

(j) Value of equipment for industrial education, in shops, laundries, etc ----------

(k) Value of live stock ---------- [b] ----------

(l) Value of agricultural implements ----------

(m) Value of tools and implements of other kinds ----------

(n) Value of miscellaneous property ----------

(o) Total value of all property belonging to this agency (total of items a, g, h, i, j, k, l, m, and n) ----------

[a] These figures must agree with those reported in columns (1) and (3), query 12 (n), page 18.
[b] These figures must agree with those reported in column (2), query 44, page 29.

STATISTICAL.

SECTION X.—DISTRIBUTION OF GOVERNMENT PROPERTY.[a]

1921 Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE ..... Reservation.

3. Administration (whatever is not classed under Health, Industries, and School):

	Total value.
(a) Lands used for administration purposes—	
..... acres; valued at $..... per acre	$
(b) Buildings—	
..... number of buildings at total value of	$
(c) Heating and power plants—	
..... separate plants, supplying ..... buildings	
(d) Lighting system (kind .....)	
(e) Water system (kind .....)	
(f) Sewer system (kind .....)	
(g) Total value of items b, c, d, e, and f	
(h) Value of furniture and fixtures	
(i) Value of supplies on hand or in storehouse [b]	
(j) Value of live stock	
(k) Value of vehicles	
(l) Value of miscellaneous property	
(m) Total value of all property used for administration purposes (total of items a, g, h, i, j, k, and l)	

[a] The total of all property reported on these six pages should equal that reported on pages 46, 46 lettered, and 47.
[b] Exclusive of supplies in school storerooms or storehouses.

STATISTICAL.

SECTION X.—DISTRIBUTION OF GOVERNMENT PROPERTY—Continued.

1921 Santa Fe N.M. Indian School.

Reservation.

4. Health property:

		Total value.
(a) Building sites:	____ acres; valued at $____ per acre	$____
(b) Buildings—	1 number of buildings at total value of	$ 2500.00
(c) Heating and power plants—	____ separate plants, supplying ____ buildings	____
(d) Lighting system (kind Electric Contract)		$2000. Annum Approx.
(e) Water system (kind Gravity do)		2200. do
(f) Sewer system (kind Flush & Gravity)		____
(g) Total value of items b, c, d, e, and f		$4200.00
(h) Value of furniture and fixtures		____
(i) Value of drugs and medical supplies on hand		____
(j) Value of live stock		____
(k) Value of surgical instruments		342.40
(l) Value of vehicles		____
(m) Value of miscellaneous property		____
(n) Total value of all property used for health purposes, a, g, h, i, j, k, l, and m		$4542.40

STATISTICAL.

SECTION X.—DISTRIBUTION OF GOVERNMENT PROPERTY—Continued.

1931. Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE Reservation.

5. Industries:

(1) Allotting [a]—

(a) Value of camp outfit ..... $.....

(b) Value of surveying instruments ....

(c) Value of furniture and fixtures ....

(d) Value of live stock ....

(e) Value of wagons and vehicles ....

(f) Value of tools and implements ....

(g) Value of miscellaneous property ....

(h) Total value of all property used for allotting service ....

(2) Irrigation [b]—

(a) Buildings—

..... number of buildings at total value of ..... $.....

(b) Value of inventory ....

1. Supplies on hand ..... $.....

2. Material (lumber, cement, etc.) ....

3. Equipment (plows, drills, machinery, etc.) ....

(c) Value of telephone equipment ....

(d) Value of miscellaneous property ....

(e) Total value of property used for irrigation ....

[a] If data are not available, procure same from allotting agent on reservation.
[b] If data are not available, procure same from engineer in charge of project.

STATISTICAL.

SECTION X.—DISTRIBUTION OF GOVERNMENT PROPERTY—Continued.

1921 Santa Fe, New Mex. Indian School.

---------- Reservation.

5. Industries—Continued:

(3) Farming— SEE PAGE 46

	Total value.
(a) Farm lands—	
---------- acres; valued at $---------- per acre	$----------
(b) Buildings—	
---------- number of buildings at total value of $----------	
(c) Heating and power plants[a]—	
---------- separate plants, supplying ---------- buildings	
(d) Lighting system [a] (kind----------)	
(e) Water system [a] (kind----------)	
(f) Sewer system [a] (kind----------)	
(g) Total value of items b, c, d, e, and f	
(h) Value of furniture and fixtures	
(i) Value of live stock	
(j) Value of agricultural implements	
(k) Value of tools and implements of other kinds	
(l) Value of miscellaneous property	
(m) Total value of all property used for farm purposes (total of items a, g, h, i, j, k, and l)	

[a] If additional to general agency system.

STATISTICAL.

SECTION X.—DISTRIBUTION OF GOVERNMENT PROPERTY—Continued.

1921

NOT APPLICABLE HERE

Santa Fe, New Mex. Indian School.

_____ Reservation.

5. Industries—Continued.

(4) Forestry—

	Total value.
(a) Lands used for forestry quarters, cabins, etc., _____ acres; valued at $_____ per acre	$_____
(b) Buildings— _____ number of buildings at total value of _____	$_____
(c) Heating and power plants [a]— _____ separate plants, supplying _____ buildings	_____
(d) Lighting system [a] (kind _____)	_____
(e) Water system [a] (kind _____)	_____
(f) Sewer system [a] (kind _____)	_____
(g) Total value of items b, c, d, e, and f	_____
(h) Value of furniture and fixtures	_____
(i) Value of live stock	_____
(j) Value of surveying outfit	_____
(k) Value of telephone equipment	_____
(l) Value of miscellaneous property	_____
(m) Value of sawmill plants	_____
(n) Total value of property used for forestry purposes (total of items a, g, h, i, j, k, l, and m)	_____

[a] If additional to general agency system.

STATISTICAL.

SECTION X.—DISTRIBUTION OF GOVERNMENT PROPERTY [a]—Continued.

1921

Santa Fe N.Mex. Indian School.

Reservation.

6. School property:

			Total value.
(a) School lands— 106 acres; valued at $ 50 A.@$200 per acre 56 A@$10			$ 10560.00
(b) Buildings— 84 number of buildings at total value of	$ 166103.00		
(c) Heating and power plants— 9 separate plants, supplying 14 buildings	21145.69		
(d) Lighting system (kind Electric (Contract))	2000.00		Approx.
(e) Water system (kind Gravity do)	2200.00		do
(f) Sewer system (kind Flush & Gravity)			
(g) Total value of items b, c, d, e, and f			191448.69
(h) Value of furniture and fixtures (not included under j)			15000.00
(i) Value of supplies on hand or in storerooms or in school storehouses			40960.10
(j) Value of equipment for industrial education in shops, laundries, etc			7500.00
(k) Value of live stock			4486.87
(l) Value of agricultural implements in use			3042.90
(m) Value of tools and implements (not already given)			197.75
(n) Value of miscellaneous property (not already given)			3516.28
(o) Total value of all property belonging to this school (total of items a, g, h, i, j, k, l, m, and n)			$276715.59

[a] The total of all property reported on these six pages, should equal that reported on pages 46, 46 lettered, and 47.

STATISTICAL.

Section X.—Distribution of Indians' Property.

Santa Fe, N. Mexico Indian School.

Reservation.

1921

Property Under Your Jurisdiction Belonging to Indians.

7. Property belonging to tribe as a whole:

(a) Acreage of unallotted lands (see query 14 (n), page 19) ----------

(b) Average value per acre, excluding timber thereon ---------- $----------

(c) Total value of unallotted lands, excluding timber thereon and including minerals ---------- [a] $----------

(d) Estimated stand of timber on tribal lands (see query 1 (b), page 39) ---------- bd. ft.

(e) Estimated value per M (see query 1 (b), page 39) ---------- $----------

(f) Total estimated value of timber on unallotted lands (see query 1 (b), page 39) ---------- [a] ----------

(g) Tribal funds in Treasury (superintendents are not to fill in this space) ----------

(h) Value of live stock belonging to tribe as a whole (see query 45 (B), page 30) ----------

(i) Value of other property belonging to tribe ----------

(j) Total value, tribal property ----------

8. Property belonging to individual Indians:

(a) Total acreage of allotted lands (see query 13 (n), page 19) ----------

(b) Average value per acre, excluding timber thereon ---------- $----------

(c) Total value of allotted lands, excluding timber thereon and including minerals ---------- [b] ----------

(d) Estimated stand of timber on allotted lands (see query 1 (a), page 39) ---------- bd. ft.

(e) Average value of timber on allotted lands per M (see query 1 (a), page 39) ---------- $----------

(f) Total value of timber on allotted lands (see query 1 (a), page 39) ---------- [b] ----------

(g) Individual Indian moneys in banks and in hands of disbursing officers, etc ---------- [c] $684.70

(h) Estimated value of Indian homes, barns, corrals, etc ----------

(i) Estimated value of furniture in Indian homes ----------

(j) Estimated value of tools, agricultural implements, etc ----------

(k) Estimated value of wagons, vehicles, etc ----------

(l) Estimated value of live stock, poultry, etc. (see query 45 (A), page 30) ----------

(m) Value of other property ----------

(n) Total value individual Indian property ---------- $684.70

[a] Sum of these figures must equal total value unallotted lands reported, query 14 (n), page 19.
[b] Sum of these figures must equal total value allotted lands reported, query 13 (n), page 19.
[c] These figures must agree with those submitted in account for fourth quarter of the fiscal year, exclusive of "Special deposits."

STATISTICAL.

SECTION X.—DISTRIBUTION OF TAXABLE INDIAN PROPERTY.

Santa Fe, New Mex. Indian School.

1921

NOT APPLICABLE HERE

Reservation.

9. Indians whose property is subject to taxation:

Name.	Valuation of taxable property.		Amount taxes assessed.
	Real.	Personal.	
	$	$	$

STATISTICAL.

SECTION XI.—EMPLOYMENT.

1921

Santa Fe Indian School, N.M. Indian School.

..... Reservation.

1. Indians employed by the Government as regular employees:

Positions.	Males employed.			Females employed.			Total.	
	Number.	Salaries or wages.	Earnings.	Number.	Salaries or wages.	Earnings.	Number.	Earnings.
Asst. Clerk		$	$	1	$ 760	$ 760	1	$760.00
Disciplinarian	1	840	840				1	840.00
Asst. do	1	500	473.69				1	473.69
Shoemaker	1	660	660				1	660.00
Gardener	1	600	600				1	600.00
Tailor	1	600	600				1	600.00
Laborer (Female)				1	480	480	1	480.00
Baker	1	600	588.24				1	588.24
Asst. Matron				1	600	600	1	600.00
Assistant	2	180 Ea.	360				2	360.00
Assistant				1	300	300	1	300.00
Total	8	4140	$4127.93	4	2140	$2140	12	$6267.93

STATISTICAL.

SECTION XI.—EMPLOYMENT—Continued.

1921 Santa Fe N.Mex. Indian School.

Reservation.

2. Indians employed by the Government as irregular employees:

Character of work.	Males employed.			Females employed.			Total.	
	Number.	Salaries or wages.	Earnings.	Number.	Salaries or wages.	Earnings.	Number.	Earnings.
Construction and repair of buildings	25	$	$20.00		$	$	25	$20.00
Roads and bridges								
Irrigation work								
Forest work								
Allotting work								
Farming	59		369.80				59	$369.80
Domestics				28		183.00	28	$183.00
Total	84	[illegible]	$389.80	28		$183.00	112	$572.80

STATISTICAL.

SECTION XI.—EMPLOYMENT—Continued.

1921 Santa Fe, New Mex. Indian School.

NOT APPLICABLE HERE ..... Reservation.

3. Adult Indians employed by private parties:

Character of work.	Males employed.			Females employed.			Total.	
	Number.	Salaries or wages.	Earnings.	Number.	Salaries or wages.	Earnings.	Number.	Earnings.
Agricultural		$	$		$	$		$
Stock raising								
Forestry								
Construction work								
Railroad work								
Clerks								
Domestics								
Miscellaneous (name)								
Total								

STATISTICAL.

SECTION XI.—EMPLOYMENT—Continued.

1921 Santa Fe N.Mex. Indian School.

_____ Reservation.

4. Outing pupils and minor Indians employed by private parties:

Character of work.	Males employed.			Females employed.			Total.	
	Number.	Salaries or wages.	Earnings.	Number.	Salaries or wages.	Earnings.	Number.	Earnings.
Agricultural	26	$	$659.57		$	$	26	$659.57
Stock raising								
Forestry								
Construction work								
Railroad work								
Clerks								
Domestics				16		401.50	16	$401.50
Miscellaneous (name)								
Wages vary according to ability of party employed.								
Total	26		$659.57	16		$401.50	42	$1,061.07

NARRATIVE

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NON-RESERVATION BOARDING SCHOOL
Santa Fe, New Mexico

OFFICE OF INDIAN AFFAIRS
RECEIVED
JUL 13 1922

Annual Report
Narrative Section
1922

Section II

H E A L T H

The general health conditions at the school during Fiscal Year 1922 have been very satisfactory. There have been no deaths from disease. Neither have any pupils been sent home or away to die. Two pupils developed tubercular symptoms, but both seem to have a good chance for recovery.

New Mexico has had its usual grist of contagious diseases this year, but we have suffered but little at the school. An occasional case of measles, or mumps perhaps; and some whooping-cough. In March, we had a very considerable number of cases of influenza, something like a dozen of which developed into pneumonia. But in every case, the attack was mild and the patient soon recovered.

No additional facilities are needed to obtain proper and adequate care of the sick, excepting that we ought to have some operating instruments and a little equipment in addition to what we now have. This matter will work out in the course of a little time. We have a hospital, rather antiquated type. However, it serves right well; and there are no influences which operate to prevent its maximum usefulness.

All in all, the year has been an easy one from the standpoint of health conditions. Aside from the influenza flare-up of March, which, as above noted, did not amount to nearly so much as the 1918 attack, there was but little to cause any concern.

The present corps of employees is sufficient to take care of the health conditions at this school.

NON-RESERVATION BOARDING SCHOOL
Santa Fe, New Mexico

Annual Report
Narrative Section
1922

Section III

S C H O O L S

The school year just past showed gratifying progress upon the part of the pupils and increased efficiency upon the part of the school as a whole. The realignment of the Course of Study in the summer of 1921 puts this school upon a more definite basis than ever before. Heretofore, our highest grade (VIII) left a pupil stranded in the middle of the old vocational course, so that, upon completing that year of work here, he either had to transfer to some other institution in the middle of a course or else drop out for good. Without any change in the number of grades we carry here, the new course makes it possible for a pupil who finishes our highest grade here to stop at a definite point. That is, he finishes the Junior Vocational Course.

The number of pupils who finished our highest grade here in June, 1922, was eleven -- the highest number by a margin of three that ever finished that grade at this school in any one year. I see no reason why the number in June, 1923, should not be considerably greater than this year. During the past year, the attendance has been constant and there were no serious epidemics to hamper the pupils' school work. It is true that the "flu" epidemic of March, 1922, did shut off our academic work for a week, but that was the only disturbing influence of any consequence, and it was soon over. Another thing that improves the average daily attendance, and therefore the character of the work done by the pupils, is the fact that for the past couple of years now, the pupils have been getting into school promptly in the fall. This has a tendency to: (1) increase the number of pupils finishing each grade each year; (2) shorten up the time required for any one pupil on the average to finish any one grade; (3) raise the average age at which the pupils finish the several grades; (4) decrease the total cost of taking any one pupil on the average through our highest grade, beginning with any given point below; etc., etc. In my Annual Report for 1921, I assigned the credit for this gratifying state of affairs, especially as regards improved average daily attendance.

Both the academic and the industrial instruction at this school was given along the lines prescribed in the Tentative Course of Study, as modified by the revision of 1921.

The needs of the school are being set forth pretty much in detail in my reply to Indian Office Circular No. 1798, which will perhaps reach the Office before this Annual Report. The chief needs of the school are: A gymnasium; an assembly room; the doubling of the floor space of the present dining room, and the adding of a top story to the same building, the first in order to provide a proper amount of space for setting our tables for 400 and upwards of pupils, and the second in order to properly house our sewing department, which is at present in exceedingly cramped quarters over a portion of the Laundry. Then, too, we should have about one more residential cottage.

As regards our graduates, I may say that as a rule they are of the best blood and brain of the Southwest Indians and therefore generally progressive. The immediate outlook of most of them contemplates a transfer to some school like Haskell, or Riverside, or Chilocco, or Phoenix, or Albuquerque, where they can climb a little higher still in their school work. Practically all of this year's graduating class will continue their work elsewhere; and most of them are still young enough that they can finish the four-year course, say at Haskell, before reaching the age of 21.

We have been holding pretty closely to the Course of Study. One subject, that of Masonry, has not been given a great deal of attention. Daily outlines of instruction have not invariably been prepared. Nor do I agree with those who would make this an indispensable prerequisite to the beginning of any day's work. As a general rule, a daily lesson plan, or outline, is a good thing to have; but it is not indispensable. Our school room equipment is adequate.

The books on the authorized list are satisfactory, I was a member of the committee of superintendents and supervisors who prepared the list for printing in the 1923 Estimate. While it is true that there are some books on that list that I would not order for any school under my immediate jurisdiction, still, there is sufficient latitude in the list that any one can find a satisfactory lineup.

As a general rule, the employees during the past year have been efficient, or at least reasonably efficient, loyal, and inclined to cooperate with one another in furthering the best interests of the school. As in all schools, of course, there has been some bickering, but we have to put up with that, excepting when it gets so bad as to interfere with a person's usefulness in the institution. The relationship between this school and the public schools has been very cordial.

To what extent has the school adapted itself to meet the needs of the Indians? I can do no better than to repeat here what I wrote in my 1921 report. "What the Indian girls most need to know is something of improved methods in cooking, housework, home care of the sick, and sanitation or general preventive measures with regard to epidemics, diseases, etc. Our pupils all come from plant-producing communities; so that what the boys, as a general rule, most need is something of improved methods in farming, gardening, and the care and breeding of farm animals. Those lines are what we have laid greatest emphasis upon, without, however, neglecting to give appropriate instruction in such related industrial lines as carpentry, blacksmithing, shoe and harness repairing, plumbing and steamfitting, steam heating, electrical wiring, etc." In this way, we aim to fit a boy so that whether he goes back to the pueblo after leaving school for good, or whether he detaches himself from the Indian community and goes out into the wide world to make a living, he can make good. Experience has shown me that an Indian boy who has gone through even the Junior Vocational course has no difficulty in getting work. There is a big demand for boys who know even a little something of the mechanic arts. Some of our boys, however, have a special gift in the way of artistic talent. Whenever I find a pupil possessed of anything of the sort, I try to foster such talent as much as possible and develop it. There is no reason why a gifted Indian should not make his living by means of his special talent just as much as any one else so gifted. In such cases, I try to avoid the contingency of making a poor blacksmith out of what is potentially a great artist. Along academic lines, the course of study gives the Indian children diligent practice along the lines of reading, writing, and arithmetic, the things a person is most in need of in order that he may lead a reasonably intelligent life. Beyond that, I do not care to go at this school.

I could not say that there has been anything accomplished at this school during the past year that has been more satisfactory than the accomplishments of the year preceding. I consider that the school has carried forward the good work of preceding years. I might mention, however, that during 1921-22 there have been fewer cases of desertion than in any other year since I took charge of this school (early 1918). I take to myself practically all of the credit for the decrease in the number of desertions. I don't say that I have the thing definitely stopped. It may break out again in later years; but just at present, I consider that I have the evil practice fought to a standstill.

During 1921-22, our total expenditures were somewhat less than for some years past. This fact is due to the fall in prices

of commodities in general. I have carried an average daily attendance of almost 400 pupils at an approximate cost to Support Fund of 80,000 dollars, or 200 dollars a head. I have not done much with that money that I did not do with the similar amount of the previous year. That is, about all the money available was required to actually feed, clothe, and house, either directly or indirectly, the body of pupils and to give them their schooling. I might mention that out of savings this year, I bought a moving picture machine and a small number of other not absolutely necessary articles, all of which would perhaps amount to a thousand dollars in cost.

Our playground apparatus is used to good advantage. All that we have is mounted on the playground for girls. There are swings, flying rings, teter boards, slides, etc. I will not say that there is systematic supervision over allplay. There is over much of the play. The boys have group games, track athletics, basketball, baseball, and football. The girls have basketball, some group games, and some of the simpler forms of track athletics. The girls have dancing at theirown assembly room (girls dancing "round" dances with other girls); while once a month boys and girls have dances or other social amusements at the general school assembly room.

"In your opinion, how long will it be necessary to continue the Government school under your jurisdiction?" In so far as the Pueblo Indians, especially those of the Rio Grande region, are concerned, it would not be many years before this school might well be abandoned. The socalled "day schools" all over the Rio Grande country should be expanded so as to transform them into virtual rural schools for the Indians. When that is done, then the Santa Fe boarding school should be utilized to accommodate a few hundred of the many thousands of Navajo Indian children of school age who are not in school. Thus, I dare say, that it will be after my day before this school should be closed as no longer of any real need to the Government.

NON-RESERVATION BOARDING SCHOOL
Santa Fe, New Mexico

Annual Report
Narrative Section — Section IV
1922

I N D U S T R I E S

During the summer of 1921, the ~~farming~~ activities on our school farm were rather satisfactory. The season was pretty favorable and we secured a goodly crop of garden truck and also a considerable amount of corn for making ensilage. Some forgge in the way of oats and field peas was also produced. But thus far, the summer of 1922 has been extremely unfavorable. We have had only two rains of any consequence since last fall and very little snow. It looks as if we shall have no corn, oats, or field peas. Even irrigation water is scarce, and the soil is so parched that an inordinate amount of water would be required. About all that we can expect is to keep the truck gardens producing and perhaps keep one or two small alfalfa patches alive.

A slug which eats off the leaves of the cherry tree during the latter part of the summer has been giving us a good deal of trouble, but we have been able to combat it rather successfully by spraying. Aside from this, about the only pests of any consequence are gophers and prairie-dogs, which can be kept down by means of poisoned grain, although they require a lot of time and attention.

The products of our farm and garden are about all used up, either directly or indirectly, by the pupils. Any excess over and above what the pupils require is generally sold to the employees, but this does not amount to much. Now and then, we have enough excess to enable us to sell a little something to dealers in the city. However, the dealers are so committed, it seems, to dealing with California firms that we make no effort to do anything in the way of supplying them. In fact, we haven't enough land under irrigation anyway to make it worth our while.

As a general rule, seed is not saved for the ensuing year's planting. The season is rather short for maturing anything properly; and our experience has been that we have better results if we plant seed produced in a lower altitude. Santa Fe is situated 7000 feet above sea-level; and this fact, together with the fact that this is a desert country, makes agricultural effort frequently rather abortive, unless seasonal conditions are more than ordinarily favorable.

We have a Greenhouse 50' long by 25' wide. Up to a year ago, it was 25 by 25, but I doubled it during the past twelve months. The chief use for this department of our activities is to take care of our ornamental plants during the cold season. However, we also use it to "start" the young garden truck in the spring before growing weather outside has come on.

We have a dairy herd of about twenty cows, nearly all of the milk from which is used in the pupils' food. All our cattle are Holstein-Friesians. In connection with this department of our activities, the boys who do the milking are naturally taught the care and feeding of milk animals, as well as the theory and practice of dairy sanitation.

The employee carried on our payroll as "Industrial Teacher" is really the head farmer. All of his time is given over to plant production. The employee carried on our payroll as "Gardener" has charge of the dairy herd, the piggery and the poultry. If he has any time left after taking care of those three departments, he helps out with plant production. We generally have one of the low-salaried assistants helping out on the farm, too.

A number of our boys are spending the summer working for people about the city. This is not exactly on the plan of the outing system, although I know where they are and what they are doing. They are with good substantial people, who will have a proper influence upon these young fellows, as well as teach them something worth their while to know and also pay them a reasonable financial return for their work.

J. L. Gibbons
Superintendent

D/-

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STATISTICAL

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STATISTICAL.

Annual Report 1922 (Year.)

Section I.—Mails and Files.

Santa Fe N.M. Indian School.

Reservation.

1. How many official letters were received by you during the current fiscal year?

(a) From this Office	317
(b) From other sources	409
(c) Total, all sources	726

2. How many official letters were written by you during the current fiscal year?

(a) To this Office	331
(b) To others	919
(c) Total written by you	1250

STATISTICAL.

SECTION II.—LAW AND ORDER.

Annual Report 1922 (Year.)

Santa Fe Indian School.

Reservation.

THIS SHEET DOES NOT APPLY AT THIS SCHOOL

1. Give the number of marriages by Indians under your supervision during the current fiscal year:

	(1) By tribal custom.	(2) By legal procedure.	(3) Total.
(a) Between Indians and whites			
(b) Between citizen Indians			
(c) Between citizen and noncitizen Indians			
(d) Between noncitizen Indians			
(e) Total			

2. Number of plural marriages by Indians:
   (a) Total existing June 30, current fiscal year
   (b) Number contracted during current fiscal year

3. Number of Indian married couples divorced or separated:
   (a) By proper legal procedure
   (b) Without legal procedure
   (c) Total

4. Crimes committed (not to include drunkenness or other misdemeanors):

Character.	(1) By Indians.	(2) By whites on reservation.	(3) Total.
Total			

5. Arrests for drunkenness

6. Misdemeanors committed (not to include cases of drunkenness):

Character.	(1) By Indians.	(2) By whites on reservation.	(3) Total.
Total			

STATISTICAL.

SECTION II.—LAW AND ORDER—Continued.

1922 SANTA FE Indian School.

THIS SHEET NOT APPLICABLE HERE Reservation.

TRAFFIC IN INTOXICANTS AMONG INDIANS.

	(1) By Indians.	(2) By whites.	(3) Total.
7. (a) Cases of introduction			
(b) Cases of sale, gift, barter, etc.			
Total			

CITIZENSHIP ATTAINED THROUGH MILITARY OR NAVAL SERVICE.

(a) Number of Indian soldiers and sailors who have attained citizenship under the Act of Congress cited in Indian Office Circulars No. 1587 and 1618 _____

(On the reverse side of this sheet give their names, allotment numbers, date when, and place where they were so admitted to citizenship.)

8. Number of missionaries working among the Indians under your supervision:

Denomination.	Number.
Total	

9. Number of church buildings among the Indians under your supervision:

Denomination.	Number.
Total	

10. Number of Indians under your supervision who are church members, or have been baptized, or attend church services.

Denomination.	Number.
Total	

STATISTICAL.

SECTION III.—HEALTH.

Annual Report 1922 (Year.)

SANTA FE Indian School.

Reservation.

NOT APPLICABLE HERE

1. Population of your jurisdiction on June 30 of current fiscal year:

(a) Males ..... a .....

(b) Females ..... a .....

(c) Total ..... a .....

2. Number of heads of families in this population ....

(a) Number of families living in permanent houses ..... b .....

(b) Number of families living in tents, tepees, or other temporary structures ..... b .....

3. Number of houses ....

(a) Number of such houses having wooden floors ....

	Males.	Females.	Total.
4. Number of births during the current fiscal year	c	c	c

5. Number of deaths during the current fiscal year, distributed as follows:

	(1) Males.	(2) Females.	(3) Total.
(a) Minors	c	c	c
(b) Adults			
(c) Total			

	(1) Males.	(2) Females.	(3) Total.
6. How many of above deaths were of infants under 3 years old	c	c	c

7. Number of deaths during the current fiscal year, due to tuberculosis, distributed as follows:

	(1) Males.	(2) Females.	(3) Total.
(a) Minors			
(b) Adults			
(c) Total			

a These figures must agree with those reported under query 3, page 15.
b Sum of these figures must equal number heads of families in query 2.
c Exclusive of stillbirths.

STATISTICAL.

SECTION III.—HEALTH—Continued.

1922

SANTA FE Indian School.

Reservation.

Prevalence of disease:

8. How many Indians under your jurisdiction were examined for disease?

	General diseases.	Tuberculosis.	Trachoma.	Total.
(a) Males	All pupils were examined			
(b) Females				
(c) Total				

9. How many cases of tuberculosis of all forms were found?

	(1) Latent.	(2) Active.	(3) Males.	(4) Females.	(5) Total.
(a) Pulmonary		2	2		2
(b) Glandular					
(c) Bone					
(d) Other forms					
(e) Total, all forms					2

10. How many of the total population (estimated, if not known exactly) have tuberculosis?

(Estimates should be arrived at through percentage calculation based on actual examinations and the figures should bear a definite relation to the positive findings.)

	(1) Males.	(2) Females.	(3) Total.
(a) Pulmonary	This is really a question applying only to reservations,		
(b) Glandular	not to non-reservation schools. I report all my cases to		
(c) Bone	reservation superintendents, and doubtless they include my		
(d) Other forms	figures in theirs. No pupils other than the two above		
	cited are suffering from tuberculosis in any form, so far as		
(e) Total, all forms	we know.		

11. How many cases of trachoma were found among these Indians examined for disease?

(a) Males	A few slight cases now and then, but no-	0
(b) Females	thing of a sufficiently serious nature	0
	to warrant recording here. Soon responded to	
(c) Total	treatment.	0

12. How many cases of trachoma were operated upon? 0

13. How many cases of trachoma were treated but not operated upon? 0

14. How many of the Indians under your jurisdiction do you estimate to have trachoma?

(a) Males	0	
(b) Females	0	
(c) Total		0

STATISTICAL.

SECTION III.—HEALTH—Continued.

1922 SANTA FE Indian School.

Reservation.

15. How many of the Indians belonging to your jurisdiction are insane?

	(1) Males.	(2) Females.	(3) Total.
(a) Treated at Canton Asylum			0
(b) Treated at other institutions			0
(c) Treated on the reservation			0
(d) Receiving no treatment			0
(e) Total			0

Hospitals:

16. School (Insert school, agency, sanatorium, or asylum.) on reservation — 1

(a) Character of construction (brick, frame, etc.)		brick
(b) Maximum capacity of (hospital or sanatorium)		30
(c) Number of Indians remaining in institution June 30, preceding fiscal year	0	
(d) Number of Indians admitted during the current fiscal year	163	
(e) Total number treated during the current fiscal year		163
(f) Number discharged during the current fiscal year	163	
(g) Number of deaths in institution during the current fiscal year		
(h) Total discharged and died during the current fiscal year		163
(i) Number of Indians remaining in institution June 30, current fiscal year		0
16j. Total number hospital day's treatment during year		1268
16k. Total cost of institution during year (including bonuses paid)		a$ 2639.00
16l. Total cost per day per patient (exclusive only of new construction)		$ 2.08
16m. Number of Indians under your jurisdiction who were given treatment for venereal diseases		0

a This should include pay of employees, subsistence, repairs, and all other incidental expense necessary for its proper conduct and management, except new construction.

STATISTICAL.

SECTION III.—HEALTH—Continued.

1922 — SANTA FE Indian School

Reservation.

17. Physicians:

	(1) Number.	(2) Salary.	(3) Location of headquarters (school, agency, or on reservation).	(4) Total area covered (sq. mi.).	(5) Number Indians under.
(a) Contract	1	$ 720	Santa Fe	School	School
(b) Regular					
Total	1	720		School	School
18. Field matrons					
Total					
19. Nurses	1	840	School	School	School
Total	1	840		School	School

20. Number Indians receiving medical relief from:

Contract physicians	All the school
Regular physicians	
Field matrons	
Nurses	All the school
Total	" " " X

21. Number of rooms in dormitories used exclusively in treatment of sick cases: 2

(a) Capacity (number of beds): 30

STATISTICAL.

SECTION III.—HEALTH—Continued.

1922

SANTA FE Indian School.

Reservation.

22. Quarters:

	(1) Number.	(2) Location (school, agency, or on reservation).	(3) Character of building.	(4) Number rooms in each.	(5) Running water (yes or no).
(a) Physicians' residences	0				
(b) Field matrons' residences	0				
(c) Nurses' quarters	1	At School - in Hospital	Brick	2	Yes
23. Dispensaries	1	"	"	1	"

24. Equipment:

	HORSES.		VEHICLES.		AUTOMOBILES.	
	Number for exclusive use.	Number used also by school or agency.	Number for exclusive use.	Number used also by school or agency.	Number for exclusive use.	Number used also by school or agency.
(a) Physicians	0	0	0	0	0	0
(b) Field matrons						

STATISTICAL.

SECTION IV.—SCHOOLS.

Annual Report 1922 (Year.)

SANTA FE Indian School.

NOT APPLICABLE HERE Reservation.

1. Number of children under your jurisdiction, including those away at other schools, from 5 to 18 years of age, both included:

	(1) Males.	(2) Females.	(3) Total.

2. Number of these incapacitated for attendance at school by reason of—

	(1) Males.	(2) Females.	(3) Total.
(a) Ill health			[a]
(b) Mental defect			[a]
(c) Physical defect			[a]
(d) Marriage			
(e) Absence or other reasons			
(f) Total			

3. Number of children eligible for school attendance:

(1) Males.	(2) Females.	(3) Total.

4. Capacity, total enrollment, average attendance of Indians of your jurisdiction in different schools (not including Indians from other jurisdictions enrolled in your schools):
(Account here for all the children under your jurisdiction, showing the schools, by names, in which these children are enrolled.)

Government schools:

(a) Nonreservation boarding [b]—

	(1) Total enrollment.
Total	

[a] Sum of these figures must equal total ineligible children reported on page 12.
[b] Not to be filled by superintendents of nonreservation schools.

STATISTICAL.

SECTION IV.—SCHOOLS—Continued.

1922

SANTA FE ..... Indian School.

THIS SHEET NOT APPLICABLE HERE ..... Reservation.

Government schools—Continued.

(b) Reservation boarding—

	(1) Capacity.	(2) Total enrollment.[a]	(3) Average attendance.

(c) Day—

Mission schools:[b]

(d) Contract boarding—

(e) Noncontract boarding—

(f) Noncontract day—

Private schools:[b]

(g) Contract boarding—

Public day schools:[b]

(h) Contract or where tuition is paid			
(i) Noncontract			
(j) TOTAL, ALL CLASSES OF SCHOOLS			

[a] Figures in this column must agree with quarterly attendance reports made in accordance with Circular No. 603.
[b] For capacity of mission, private, and public schools, show capacity available for Indian children.

10a

Pupils enrolled in Santa Fe, New Mexico *nonreservation school during ~~this~~ fiscal year.* ending June 30, 1922

Name. (Group pupils by reservations.)	Tribe.	Superintendency, or when unknown, give Post Office, County, and State.
Bernal, Jose	Taos Pueblo	Northern Pueblos
" Leandro	"	"
Concha, Amadeo	"	"
" Jose Cruz	"	"
" Manuel	"	"
Lucero, Teofilo	"	"
Lujan, Santiago	"	"
" Tomas	"	"
Mirabal, John	"	"
Mondragon, Frank	"	"
Ortiz, Jose Manuel	"	"
" " Maria	"	"
Reyna, Juan	"	"
Romero, Abinicio	"	"
" Agustin	"	"
" Fernando	"	"
" Quirino	"	"
" ~~Roberto~~ Telesfor	"	"
Archuleta, Susana	"	"
Bernal, Reyecita	"	"
Concha, Cesarita	"	"
" Paulita	"	"
" Tonita	"	"
Cordoba, Rafaelita	"	"
Herrera, Isabel	"	"
" Tonita	"	"
Lucero, Juanita	"	"
" Nancy	"	"
Lujan, Carmelita	"	"
" Cleofa	"	"
" Josephine	"	"
" Petrita	"	"
Marcos, Jesusita	"	"
" Ramoncita	"	"
Martinez, Emily	"	"
Mirabal, Paulita	"	"
Mondragon, Anita	"	"
" Margarita	"	"
" Rose	"	"
Ortiz, Emilia	"	"
Romero, Santanita	"	"
" " H.	"	"
Trujillo, Emilia	"	"
Duran, Antonio	Picuris Pueblo	" 46
Lopez, Lucy	"	"
Martinez, Jesusita	"	"

6—4486

Pupils enrolled in Santa Fe New Mexico *nonreservation school during* ~~XXXXXX~~ *fiscal year.* ending June 30, 1922

Name. (Group pupils by reservations.)	Tribe.	Superintendency, or when unknown, give Post Office, County, and State.
Martinez, Laura	Picuris Pueblo	Northern Pueblos
Mermejo, Helen	"	"
Simbola, Anselma	"	"
Aguino, Esteban Victoriano	SanJuanPueblo	"
Archuleta, Jose	"	"
" " Manuel	"	"
" Santiago	"	"
Atencio, Jose Manuel	"	"
Cata, Dionisio	"	"
" Edward	"	"
" Fructuoso	"	"
" Jose	"	"
" " Luis	"	"
" Manuel	"	"
" Marcos	"	"
Cruz, Frank	"	"
" Leandro	"	"
" Placido	"	"
Gabaldon, Jose Manuel	"	"
Garcia, Antonio	"	"
" Lorenzo	"	"
Montoya, Eulogio	"	"
" Jose	"	"
" Tomas	"	"
Talache, Bernardo	"	"
Tapia, Agapito	"	"
" Avelino	"	"
" Jacobo	"	"
Trujillo, Francisco	"	"
" Jose D.	"	"
" Luberio	"	"
Archuleta, ~~XXXXXX~~ Antonita	"	"
" Cristina	"	"
Atencio, Maria Cle~~o~~fa	"	"
Castellano, Crescencia	"	"
Cata, Ernestina	"	"
" Josephine	"	"
" Maria	"	"
" Rosarita	"	"
" Vera	"	"
Chavez, Geronima	"	"
Cruz, Adelaida	"	"
" Josefita	"	"
" Juanita	"	"
" Piedad	"	"
" Tonita	"	"

0—4486

Pupils enrolled in Santa Fe, New Mexico *nonreservation school during ~~current~~ fiscal year.* ending June 30, 1922

Name. (Group pupils by reservations.)	Tribe.	Superintendency, or when unknown, give Post Office, County, and State.
Gabaldon, Josefita	S.JuanPueblo	Northern Pueblos
Martinez, Emilia	"	"
" Encarnacion	"	"
" Modesta	"	"
" Reyecita	"	"
" Selina	"	"
Montoya, Felipa	"	"
" Lorencita	"	"
" Santana	"	"
" Teresita	"	"
Ortiz, Inmaculada	"	"
" Pascualita	"	"
" Rafaelita	"	"
" Virginia	"	"
Tapia, Dolorita	"	"
Trujillo, Belen	"	"
" Hilaria	"	"
Baca, Jose Domingo	S.ClaraPueblo	"
Cajete, Jose de la Cruz	"	"
Chavarria, San Juan	"	"
Naranjo, Alfonso	"	"
" Clemente	"	"
" Emilio	"	"
" Frank	"	"
" Jose Guadalupe	"	"
" Juan B.	"	"
" Manuelito	"	"
Padilla, Romualdo	"	"
Silva, Amarente	"	"
Sisneros, Merejildo	"	"
" Tito	"	"
Tafoya, Josefito	"	"
" Pascual	"	"
" Severo	"	"
Baca, Gregorita	"	"
" Jesusita	"	"
" Luisita	"	"
Cajete, Frances	"	"
Gutierrez, Adelaida Silva	"	"
" Anita	"	"
" Pascualita	"	"
Naranjo, Aniceta	"	"
" Florencia	"	"
" Josefita	"	"
" Lupita	"	"
" Magdalena	"	"
" Marianita	"	"

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10a

Pupils enrolled in Santa Fe, New Mexico *nonreservation school during fiscal year.* ending June 30, 1922

NAME. (Group pupils by reservations.)	TRIBE.	SUPERINTENDENCY, OR WHEN UNKNOWN, GIVE POST OFFICE, COUNTY, AND STATE.
Naranjo, Nicolasa	S.ClaraPueblo	Northern Pueblos
" Sarita	"	"
Silva, Lubirgen	"	"
Sisneros, Manuelita	"	"
" Valeria	"	"
Tafoya, Jacobita	"	"
Aguilar, Ignacio	S.IldefonsoPueblo	"
Gonzalez, Jose Luis	"	"
Martinez, Jose Adam	"	"
Mirabal, Eulogio	Nambe Pueblo	"
Pena, Onofre Vigil	"	"
Perez, Antonio A.	"	"
" Jose C.	"	"
" Merenciano Alfredo	"	"
Trujillo, Emilio	"	"
Vigil, Enriquez	"	"
" Guadalupe	"	"
Mirabal, Eva M.	"	"
Pena, Carmelita	"	"
Tafoya, Adelaida	"	"
Tapia, Feliciana	"	"
Vigil, Angelita	"	"
" Brigida	"	" 24
" Dolorita	"	"
" Reyecita	"	"
" Romancita	"	"
Armijo, Pilar	Jemes Pueblo	Southern Pueblos
Baca, Jose Guadalupe	"	"
Chavez, Chas.	"	"
" Santiago	"	"
Gachupin, Francisco	"	"
" Juan Reyes	"	"
Pecos, Juan Isidro	"	"
" " Pedro	"	"
Toya, Jose Reyes	"	"
" Patricio	"	"
" Roman	"	"
Yepa, Jose Reyes	"	" 21
" San Juanito	"	"
Armijo, Petra	"	"
Chavez, Ascencion	"	"
Colaque, Benigna	"	"
Sabaquiu, Dulcinea	"	"
" Guadalupita	"	"
Toledo, Andrea	"	"
" Angelita	"	"
Aguilar, Tomas	Sia Pueblo	

6—4486

Pupils enrolled in SANTA FE, NEW MEXICO nonreservation school during fiscal year ending June 30, 1922

NAME (Groupp pupils by reservations)	TRIBE	SUPERINTENDENCY, or POSTOFFICE
Gachupin, Antonio	Sia Pueblo	Southern Pueblos
Galvan, Nicolas	"	"
Medina, Antonio	"	"
" Romero	"	"
Moquino, Guadalupe	"	"
Salas, Andres	"	"
" Remigio	"	"
Shije, Amado	"	"
" Juan	"	"
" Santiago	"	"
" Velino	"	"
Medina, Candelaria	"	"
Shije, Margarita	"	"
Gonzalez, Frank	Cochiti Pueblo	"
Ortiz, Luis W.	"	"
Poncho, Ignacio	"	"
Cordero, Ramona	"	"
Quintana, Magdalena	"	"
Chalan, Pancrasio	"	"
Abeyta, Domingo	S.DomingoPueblo	"
" Felix	"	"
Aguilar, Jose	"	"
" Leuterio	"	"
" Pedro No. 1	"	"
" " " 2 (Juan Pedro)	"	"
" Vidal	"	"
Aragon, Mateo	"	"
Bailon, Atanasio	"	"
" Atencio	"	"
Calabaza, Antonio	"	"
" Gonzalio	"	"
" Juan	"	"
" Lorenzo	"	"
" Santiago, No. 2	"	"
Cate, Jose Anselmo	"	"
Chama, Ascencio	"	"
Coriz, Agustin	"	"
" Ignacio	"	"
" Remigio	"	"
" Reyes	"	"
" Santiago	"	"
Crispin, Francisco	"	"
" Santiago	"	"
Garcia, Ambrosio	"	"
" Antonio No. 2	"	"
" " No. 3	"	"
" Jose	"	"

Pupils enrolled in SANTA FE, NEW MEXICO nonreservation school during fiscal year ending June 30, 1922.

NAME (By reservations)	TRIBE	SUPERINTENDENCY OR POSTOFFICE
Garcia, San Juanito	S.Domingo Pueblo	Southern Pueblos
" Ventura	"	"
Lobato, Crucito	"	"
" Francisco	"	"
" Juan Agustin	"	"
" Santiago	"	"
Martinez, Esteban	"	"
Nieto, Manuel	"	"
Pacheco, Jose	"	"
Pajarito, Jose Reyes	"	"
" Juan	"	"
Quintana, Reyes	"	"
Riano, Gabriel	"	"
" Jose	"	"
" Reyes	"	"
Rosetta, Antonio	"	"
Tenorio, Agustin	"	"
Tenorio, Cristobal	"	"
Tenorio, Geronimo	"	"
" Jose	"	"
Tortolita, Jose Maria	"	"
Abeita, Luisa	"	"
" Virginia	"	"
Aguilar, Peregrina	"	"
" Santana	"	"
Bailon, Maria S.	"	"
Calabaza, Avelina	"	"
" Barbara	"	"
" Reyes	"	"
Cate, Catalina	"	"
Chama, Juanita	"	"
Coriz, Barbara	"	"
" Maria	"	"
Crispin, Brigida	"	"
" Cristina	"	"
" Juanita	"	"
" Maria	"	"
Garcia, Eulogia	"	"
" Ramona	"	"
" Trinidad	"	"
Lobato, Florence	"	"
Lucero, Juana	"	"
Martin, Teresa	"	"
Melchor, Maria	"	"
Nieto, Maria	"	"
Pacheco, Dolores	"	"
" Virginia	"	"
Riano, Severa		

Pupils enrolled in SANTA FE, NEW MEXICO nonreservation school during fiscal year ending June 30, 1922.

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NAME	TRIBE	SUPERINTENDENCY OR POST OFFICE
Rosetta, Miguelita	S.DomingoPueb.	Southern Pueblos
Tafoya, Geronima	"	"
Tenorio, Carmelita	"	"
Tortolita, Petra	"	"
Armijo, San Isidro	S.AnaPueblo	"
Berrera, Santiago	"	"
Garcia, Alfonso	"	"
" Benito	"	"
Lopez, Fidel	"	"
" Viviano	"	"
Lujan, Urbano Luis	"	"
Manuel, Alberto	"	"
Menchego, Eulalio	"	"
Montoya, Gabriel	"	"
" Antonio (Jose Antonio)	"	"
" Jose Sandro	"	"
" Panfilo	"	"
" Petronilo	"	"
" Remigio	"	"
Otero, Jose Hilario	"	"
" Lojinio	"	"
Pena, Leo	"	"
" Regino	"	"
Raton, Remigio	"	"
Sanchez, Fidel	"	"
" Francisco	"	"
Severiano, Candelario	"	"
" Herculeano	"	"
Antonio, Nazareno	Sandia Pueblo	"
Bustos, Mariano	"	"
Chavez, Esquipulo	"	"
Montoya, Domingo	"	"
" Juan Antonio	"	"
Ortiz, Nicolas	"	"
Trujillo, Domingo	"	"
Montoya, Agustin	IsletaPueblo	"
" Antonio	"	"
Chiwiwi, Pascualita	"	"
Montoya, Juana Dominga	"	"
Cheromiah, Fred	Laguna Pueblo	"
Leeds, George	"	"
Spira, Morris	"	"
Young, Lawrence	"	"
Thompson, Bessie	"	"
Abeita, Lorenzo	AcomitaPueblo	"
Histia, Robert	"	"
Johnson, James	"	"

Pupils enrolled in SANTA FE, NEW MEXICO nonreservation school during Fiscal Year ending June 30, 1922

NAME	TRIBE	SUPERINTENDENCY OR POSTOFFICE
Johnson, Louis	AcomitaPueblo	Southern Pueblos
Poncho, Fred	"	"
Vallo, Jose Pino	"	"
Victorino, Felipe	"	"
Zuni, Joseph	"	"
Antonio, Santana	"	"
Chavezm Gladys	"	"
[illegible]	"	"
Lino, Betty	"	"
Paytiano, Rosalie	"	"
Poconte, Pablita	"	"
Vallo, Annie	"	"
" Lena	"	"
Antonio, Tomas	McCartysPueblo	"
Garcia, Francisco	"	"
" Rudolph	"	"
Hashkaya, Jose Louis	"	"
Vallo, George	"	"
Garcia, Juanalita	"	"
Hashkaya, Marie Louise	"	"
Vallo, Beatriz	"	"
Guero, Tenea	CanoncitoNavajo	"
Pyas, Showa	"	"
Alamo, Dora	"	"
" Marie	"	"
Apachita, Faancisca	"	"
Zacatero, Hadispah	"	"
Adams, Albert	Ute	Ute Mountain
Beecher, Komura	"	"
Brown, William	"	"
Stacker, Berbert	"	"
Kingsley, Jessie	"	Southern Ute
Burch, Ernest	"	"
Richards, Frank	"	"
Taylor, Frank	"	"
Williams, Andrew	"	"
" John S.	"	"
Black, Dolly	"	"
Box, Marjorie	"	"
Eagle, Ellen H.	"	"
Gunn, Edna S.	"	"
Price, Anna	"	"
" Laura	"	"
Snow, Kate	"	"
Washington, Alice	"	"
Watts, Daisy	"	"
William, Ella H.	"	"
Cooshe, Thomas	Zuni Pueblo	Zuni

Pupils enrolled in SANTA FE, NEW MEXICO school during

fiscal year ending June 30, 1922

NAME	TRIBE	SUPERINTENDENCY OR POSTOFFICE
Credowkya, Leo	Zuni Pueblo	Zuni
Hallian, Albert	"	"
Humpeyka, George	"	"
Lewate, Wilson	"	"
Lewis, Billy	"	"
Mahke, Joseph	"	"
Mootsa, Lyman	"	"
Paquin, Thomas	"	"
Sanche, Tony	"	"
Teleisee, John	"	"
Washu, Ned	"	"
Beka, Irene	"	"
Calabaza, Lymanita	"	"
Cluptsina, Elaine	"	"
Lahala, Lucy	"	"
Payeen, Mary	"	"
Salatee, Minnie	"	"
Tashe, Fanny	"	"
Hutton, Mark	San Juan Navajo	San Juan Shiprock
Hopaha, Laura	"	"
Mikeboy, Flora	"	"
Charles, Joseph	Pueb.BonitoNavajo	Pueblo Bonito
Kobotie, Fred	Hopi	Moqui
Nickel, Carl	"	"
Polelonema, Otis	"	"
Sequaftewa, Rex	"	"
Tawi, Steve	"	"
Chino, Harriet	Apache	Mescalero
Lester, Mary	"	"
Tissnolthtos, Una	"	"
Twain, Zonnie Mark	Navajo	Navajo (Ft.Def.)
Vicente, Henry	Apache	Jicarilla
Saenz, Manuel, Jr.	Pawnee	Pawnee
Gallegos, German	Navajo	Abiquiu, New Mexico
" Anamaria	"	"
" Carlota	"	"
Garcia, Jose Arturo	"	Alamosa, Colo.
" " Romualdo	"	"
Moya, Alfredo	"	Coyote, New Mexico
" Avelino	"	"
Atencio, Benjamin	"	Palma, New Mexico
Romero, Tomas	Pueblo	Albuquerque,N.M.

STATISTICAL.

SECTION IV.—SCHOOLS—Continued.

1922

SANTA FE Indian School.

Reservation.

5. White children enrolled in Indian schools under your jurisdiction: 0

6. Pupils:

(a) Number of desertions during the year (Compare with report for 1921) 9

(b) Number of graduates: 11

(c) Number of returned students on the reservation This tem not applicavle here)

7. Number of grades maintained in academic work: 8

8. Employees:

(a) Number of changes during past year: 6

(b) If your duties involved both agency and school work, state proportionate amount of time devoted to school work School work only X

(c) Number of representatives of Indian Office who have visited your jurisdiction during the current fiscal year ending June 30: 4

9. Number of Indian children within reach of Government, mission, or public schools This item not applicable here

10. Give below the number of Indian children from other jurisdictions enrolled in schools under your jurisdiction:

Name of school.	Jurisdiction from which enrolled.	(1) Enrollment.	(2) Average attendance.
Santa Fe Boarding	Northern Pueblos	165	158
	Southern "	189	181
	" Ute	~~15~~	~~14~~
	Ute Mountain	5	5
	~~Zuni~~	~~19~~	~~19~~
	San Juan Shiprock	3	2
	~~Pueblo Bonito~~	~~1~~	~~1~~
	Moqui	5	5
	~~Mescalero~~	~~3~~	~~2~~
	Navajo (Ft.Defiance)	1	0
	~~Jicarilla~~	~~1~~	~~1~~
	Pawnee	1	1
	Miscellaneous not enrolled at agencies	9	9
		417	398
Total			

STATISTICAL.

SECTION IV.—SCHOOLS—Continued.

1922 SANTA FE Reservation.

11. **All** public schools:

(a) Names | Location. (Make this definite) | Number Indian children within 2 miles. | Number whites enrolled. | Number Indians enrolled. | Tuition rate paid in U. S.

THIS SHEET NOT APPLICABLE HERE

Total [a]

(b) Total number Indian children in public schools:

Current Fiscal Year.	For whom tuition paid.	For whom not paid.	Total.
	[a]	[a]	[a]

(c) If Indian children are not received in any public schools, why are they excluded?

(d) Is their attendance therein regular? If not, why?

(e) If the personal condition of any Indian children prevents their being willingly received by the public schools, what remedy is practicable?

[a] Indians in public schools should agree with number reported in queries 4 (h) and 4 (i) col. 2, page 10.

STATISTICAL.

SECTION IV.—SCHOOLS—Continued.

1922 SANTA FE Indian School.

THIS SHEET NOT APPLICABLE HERE Reservation.

11. Indian children who are ineligible to attend schools for normal children, because of mental or physical defect:

Name of pupil.	Disease or defect.									
	Tuberculosis.	Trachoma.	Impaired vision.	Blind.	Deaf and mute.	Crippled.	Incorrigible.	Feebleminded	Insane.	Others (name them).
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
Total										

NOTE.—Indicate the disease or defect of the pupil by marking (x) in designated column.

STATISTICAL.

SECTION IV.—SCHOOLS—Continued.

Santa Fe N.M. Indian School.

Reservation.

12. Playground equipment:

Kind of apparatus.	Quantity. For girls.	For boys.	Total.	Cost.	
Volley ball	2		2	$	
Baseball		24	24		
Basket ball	2	4	6		
Handball					
Indoor baseball					
Hockey					
Tennis	1 set		1 st.		
Lacrosse					
Croquet	2 "		2 "		
Giant strides	1				
Jump standards					
Swings	3				
Teeter ladders	2				
Ladders					
Portable seesaws					
Traveling or flying rings					
Horizontal or parallel bars					
Climbing pole					
Trapeze					
Slides					
(Other)					
Total cost athletic equipment for year				$263.58	

STATISTICAL.

SECTION IV.—SCHOOLS—Continued.

1922

SANTA FE, NEW MEXICO Indian School.

Reservation.

13. Report on school libraries for the current fiscal year:

Name of school.	Number of books in library at end of last fiscal year.				Number of books purchased during current fiscal year.				Circulation.			Amount expended during fiscal year.
	Text and reference.[a]	Literature.	Fiction.	Total.	Text and reference.	Literature.	Fiction.	Total.	Literature.	Fiction.	Total.	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Santa fe, New Mexico	430	392	637	1459	18	195	316	529	352	728	1080	$60.65 (60.65)
Total												

[a] This should include text and reference books actually placed in the school library and *not the text* and *supplementary books used in the class room every day.*

STATISTICAL.

SECTION V.—INDUSTRIES.

Annual Report 1922 (Year.)

SANTA FE Indian School.

THIS SHEET NOT APPLICABLE HERE Reservation.

1. Population of the reservation:

	(1) Allotted.	(2) Unallotted.	(3) Total.
(a) Minors, male (to 20, inclusive)			
(b) Minors, female (to 17, inclusive)			
(c) Adults, male (21 and over)			
(d) Adults, female (18 and over)			
(e) Total	a	a	a

2. Number of these physically and mentally sound:

(a) Minors, male (to 20, inclusive)			
(b) Minors, female (to 17, inclusive)			
(c) Adults, male (21 and over)			
(d) Adults, female (18 and over)			
(e) Total			

3. Total population June 30, current fiscal year:

(a) Distributed by tribes—

Tribe.	(1) Males.	(2) Females.	(3) Total.
Total			b

4. Number of Indians who wear modern attire

5. Number of Indians who are voters of the State

6. Number of Indians who are citizens of the United States

7. Number of Indians under your supervision who can speak the English language

8. Number of Indians under your supervision who can read and write the English language

[a] These figures must agree with the totals in column (9) page 16.
[b] The total in this space must be the same as the population shown by the census and in query 1, page 4.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1922

SANTA FE Indian School.

THIS SHEET NOT APPLICABLE HERE Reservation.

POPULATION.

9. In addition to the census of the Indians under your jurisdiction, by names, give the following recapitulation of the population (including children away at school) as of June 30, current fiscal year, each tribe on a separate sheet, and a recapitulation of all the Indians under your jurisdiction:

_____ Tribe, occupying _____ Reservation.

	Minors.			Adults.			Total.		
	(1) Able-bodied.	(2) Mentally or physically disabled.	(3) Total.	(4) Able-bodied.	(5) Mentally or physically disabled.	(6) Total.	(7) Able-bodied.	(8) Mentally or physically disabled.	(9) Total.
Allotted:									
(a) Males									
(b) Females									
(c) Total									a
Unallotted:									
(d) Males									
(e) Females									
(f) Total									a
Total:									
(g) Males									
(h) Females									
(i) Total									a

10. Distribute the above population as follows:

	(1) Males.	(2) Females.	(3) Total.
(a) Full-blood			
(b) Mixed, more than half Indian blood			
(c) Half, or less Indian blood			
(d) Total			b

a These figures must agree with those given on page 15, in answer to query 1.
b These figures must be the same as total under query 9 (i).

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1922 SANTA FE Indian School.

THIS SHEET NOT APPLICABLE HERE Reservation.

10A. Living allotted Indians who have—	Full blood.	Mixed, More than half Indian blood.	Half, or less Indian blood.		Total.
			Adults.	Minors.	
Received trust or restricted fee patents					
Received patents in fee					
Received certificates of competency					
Total					a

10B. Total number of allotments of deceased Indians where land is held:

(a) In trust

(b) By restricted fee patents

10C. Total number of trust estates where the heirs have been determined by the Secretary of the Interior

10D. Total number of restricted fee estates where the heirs have been determined by the Secretary of the Interior

10E. Total number of fee patents issued allottees to June 30, current fiscal year:

(a) Under Declaration of Policy

(b) Under Competency Commission

(c) Upon original application

a These figures must agree with those reported in column (9), query 9 (c), page 16.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

SANTA FE Indian School.

1922

Reservation.

Distribution and character of land:

11. Reserved for school:

	(1) Acreage.	(2) Value per acre.	(3) Total value.
(a) Agricultural, now irrigated	50	$ 200	$ 10000.00
(b) Agricultural, not irrigated but susceptible thereof and for which there is apparent water supply			
(c) Agricultural, irrigation unnecessary			
(d) Total agricultural land (total of a, b, and c)	50		10000.00
(e) Grazing (open country)	56	10	560.00
(f) Grazing (swamp)			
(g) Timber land covered with pasture grass			
(h) Total grazing land (total of e, f, and g)	56	10	560.00
(i) Swamp, nongrazing			
(j) Timber land not covered with pasture grass			
(k) Mineral land			
(l) Valuable for other purposes			
(m) Unfit for any purpose			
(n) Total, all classes (total of d, h, i, j, k, l, and m)	[a] 106		[a] 10560.00

[a] These figures must show the total acreage and value, respectively, of lands reserved for school purposes, and must be equal to the sum of acreage and value of school lands reported in query 1, pages 46 and 46 lettered.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1922 SANTA FE Indian School.

NOT APPLICABLE HERE Reservation.

	(1) Acreage.	(2) Value per acre.	(3) Total value.
12. Reserved for agency:			
(a) Agricultural, now irrigated		$	$
(b) Agricultural, not irrigated but susceptible thereof and for which there is apparent water supply			
(c) Agricultural, irrigation unnecessary			
(d) Total agricultural land (total of a, b, and c)			
(e) Grazing (open country)			
(f) Grazing (swamp)			
(g) Timber land covered with pasture grass			
(h) Total grazing land (total of e, f, and g)			
(i) Swamp, nongrazing			
(j) Timber land not covered with pasture grass			
(k) Mineral land			
(l) Valuable for other purposes			
(m) Unfit for any purpose			
(n) Total, all classes (total of d, h, i, j, k, l, and m)	[a]		[a]
13. Allotted:			
(a) Agricultural, now irrigated			
(b) Agricultural, not irrigated but susceptible thereof and for which there is apparent water supply			
(c) Agricultural, irrigation unnecessary			
(d) Total agricultural land (total of a, b, and c)	[b]		

[a] These figures must show the total acreage and value, respectively, of lands reserved for agency purposes and must be the same as the acreage and value of agency lands reported in query 2, page 47.
[b] These figures must agree with those reported in column (1), query 27 (e), page 25.

STATISTICAL.

1922

SECTION V.—INDUSTRIES—Continued.

SANTA FE Indian School.

NOT APPLICABLE HERE Reservation.

13. Allotted—Continued.

		(1) Acreage.	(2) Value per acre.	(3) Total value.
(e)	Grazing (open country)		$	$
(f)	Grazing (swamp)			
(g)	Timber land covered with pasture grass			
(h)	Total grazing land (total of e, f, and g)	a		
(i)	Swamp, nongrazing			
(j)	Timber land not covered with pasture grass			
(k)	Mineral land			
(l)	Valuable for other purposes			
(m)	Unfit for any purpose			
(n)	Total, all classes (total of d, h, i, j, k, l, and m)	b		b

14. Unallotted:

(a)	Agricultural, now irrigated			
(b)	Agricultural, not irrigated but susceptible thereof and for which there is apparent water supply			
(c)	Agricultural, irrigation unnecessary			
(d)	Total agricultural land (total of a, b, and c)	c		
(e)	Grazing (open country)			
(f)	Grazing (swamp)			
(g)	Timber land covered with pasture grass			
(h)	Total grazing land (total of e, f, and g)	d		
(i)	Swamp, nongrazing			
(j)	Timber land not covered with pasture grass			
(k)	Mineral land			
(l)	Valuable for other purposes			
(m)	Unfit for any purpose			
(n)	Total, all classes (total of d, h, i, j, k, l, and m)	b		b

a These figures must agree with those reported in column (1), query 28 (e), page 25.
b These figures must show the total acreage and value, respectively, of allotted and unallotted lands, and must be the same as acreage and value reported in queries 7 and 8, page 54.
c These figures must agree with those reported in column (2), query 27 (e), page 25.
d These figures must agree with those reported in column (2), query 28 (e), page 25.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1922

SANTA FE ..... Indian School.

..... Reservation.

15. Use of school and agency lands:

	(1) School lands (acres).	(2) Agency lands (acres).	(3) Total acres.
(a) Building sites	40		40
(b) Under cultivation	50		50
(c) Used for pasture	9		9
(d) Used for corrals or yard	2		2
(e) Used for other purposes (name purpose)— Orchard	5		5
(f) Unused			
(g) Total	a 106	a	106

16. Wagon roads on reservation:

	(1) On school lands.	(2) On agency lands.	(3) On Indian lands.	(4) Total on reservation.
Complete—				
(a) Miles of roads				
(b) Cost	$	$	$	$
In course of construction—				
(c) Miles of roads				
(d) Cost when completed	$	$	$	$
Total—				
(e) Miles of roads (total of a and c)				
(f) Cost (total of b and d)	$	$	$	$
Repaired during fiscal year—				
(g) Miles of roads repaired				
(h) Cost of repairs	$	$	$	$

17. Number, acreage, and value of school, agency, demonstration, and experimentation farms on the reservation:

Kinds of farms.	(1) Number of such farms.	(2) Acreage of such farms.	(3) Value per acre.	(4) Total value.
(a) School farms	See above and page 17. Nothing more for this school			
(b) Agency farms				
(c) Demonstration farms				
(d) Experimentation farms				
(e) Total				

a These figures must agree with acreage reported under queries 11(n) and 12(n), pages 17 and 18.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

Santa Fe N.M. Indian School.

Reservation.

18. Persons employed during the year on school, agency, demonstration, and experimentation farms (if a person devoted only part of his time to the farm work, show only that part of his salary chargeable thereto):

Kinds of farms.	REGULAR. (1) Number.	REGULAR. (2) Salary for the year.	IRREGULAR. (3) Number.	IRREGULAR. (4) Wages for the year.	TOTAL. (5) Number.	TOTAL. (6) Wages and salary.
(a) On school farms	2	$1500.00		$	2	$1500.00
(b) On agency farms						
(c) On demonstration farms						
(d) On experimentation farms						
(e) Total	2	$1500.00			2	$1500.00

19. Tools, agricultural implements, etc., on hand for use on school, agency, demonstration, and experimentation farms:

Kinds.	ON SCHOOL FARMS. (1) Quantity.	ON SCHOOL FARMS. (2) Value.	ON AGENCY FARMS. (3) Quantity.	ON AGENCY FARMS. (4) Value.	ON DEMONSTRATION FARMS. (5) Quantity.	ON DEMONSTRATION FARMS. (6) Value.	ON EXPERIMENTATION FARMS. (7) Quantity.	ON EXPERIMENTATION FARMS. (8) Value.
(a) Machines, harvesting and threshing		$		$		$		$
(b) Plows, harrows, cultivators, etc	24	430.38						
(c) Vehicles, wagons, buggies, sleighs, etc	8	2305.19						
(d) Road machinery, scrapers, etc								
(e) Harness sets	7	166.37						
(f) Hand tools, rakes, shovels, hammers, etc	471	264.12						
(g) Total value of above		3166.06						
(h) Buildings, cellars, etc.	34	166655.14						
(i) Live stock (draft animals)	10	730.00						
(j) Miscellaneous property		3500.00						
(k) Total of g, h, i, and j		169885.14						

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

Santa Fe N.M. Indian School.

Reservation.

20. Quantity and value of seeds and other materials (not including machinery, equipment, etc.) used on school, agency, demonstration, and experimentation farms:

Kinds of seed and materials.	Unit.	School farms. (1) Quantity.	School farms. (2) Value.	Agency farms. (3) Quantity.	Agency farms. (4) Value.	Demonstration farms. (5) Quantity.	Demonstration farms. (6) Value.	Experimentation farms. (7) Quantity.	Experimentation farms. (8) Value.
(a) Farm & Garden			$65.79		$		$		$
(b) Ornamental flowers, etc.			27.70						
(c)									
(d)									
(e)									
(f)									
(g)									
(h)									
(i) Total value			$93.49						

21. Products of boarding-school farms, orchards, etc.:

Products, such as stock, poultry, fruit, vegetables, grain, etc.	Unit.	Total raised. (1) Quantity.	Total raised. (2) Value.	Consumed. (3) Quantity.	Consumed. (4) Value.	Sold. (5) Quantity.	Sold. (6) Value.	On hand. (7) Quantity.	On hand. (8) Value.
(a) Vegetables	#	29410	$882.30	24988	$749.64	4422	$132.66		$
(b) Silage	T.	175.	1750	175	1750.				
(c) Hay	T.	12.7	157.40	12.7	157.40				
(d) Calves	No.	18	177.50			18	177.50		
(e) Burros	"	1	10.					1	10.00
(f) Pigs	"	83	572.19	5	178.60	27	102.	51	291.59
(g) Milk	Gal.	11249	4449.60	10339	4135.60	910	364.		
(h) Eggs	Dz.	275	98.60	275	98.60				
Bread	Loaves	68734	6873.40						
(i) Total value			[a]	68734	[a] 6873.40		[a]		[a]

[a] Total of values consumed, sold, and on hand must equal total value raised.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1922 SANTA FE Indian School.

NOT APPLICABLE HERE Reservation.

22. Products of day-school farms, orchards, etc.:

Products, such as stock, poultry, fruit, vegetables, grain, etc.	Unit.	Total raised.		Consumed.		Sold.		On hand.	
		(1) Quantity.	(2) Value.	(3) Quantity.	(4) Value.	(5) Quantity.	(6) Value.	(7) Quantity.	(8) Value.
(a)			$		$		$		$
(b)									
(c)									
(d)									
(e) Total value			[a]		[a]		[a]		[a]
(f) Total both boarding and day schools (21 (i) + 22 (e))									

23. Products of agency farm, orchard, etc.:

Products, such as stock, poultry, fruit, vegetables, grain, etc.	Unit.	Total raised.		Consumed.		Sold.		On hand.	
		(1) Quantity.	(2) Value.	(3) Quantity.	(4) Value.	(5) Quantity.	(6) Value.	(7) Quantity.	(8) Value.
(a)			$		$		$		$
(b)									
(c)									
(d)									
(e) Total value			[a]		[a]		[a]		[a]

24. Products of demonstration farm (separate from school or agency farm):

Products, such as stock, poultry, fruit, vegetables, grain, etc.	Unit.	Total raised.		Consumed.		Sold.		On hand.	
		(1) Quantity.	(2) Value.	(3) Quantity.	(4) Value.	(5) Quantity.	(6) Value.	(7) Quantity.	(8) Value.
(a)			$		$		$		$
(b)									
(c)									
(d)									
(e) Total value			[a]		[a]		[a]		[a]

25. Products of experimentation farm:

Products, such as stock, poultry, fruit, vegetables, grain, etc.	Unit.	Total raised.		Consumed.		Sold.		On hand.	
		(1) Quantity.	(2) Value.	(3) Quantity.	(4) Value.	(5) Quantity.	(6) Value.	(7) Quantity.	(8) Value.
(a)			$		$		$		$
(b)									
(c)									
(d)									
(e) Total value			[a]		[a]		[a]		[a]

[a] Total of values consumed, sold, and on hand must equal total value raised.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

Santa Fe N.M. Indian School.

Reservation.

26. Articles fabricated in shops and sewing rooms at [a] _____
(Insert name of school or agency.)

Articles.	Quantity made.	Value of material used.	Market value of manufactured articles.	Used.		Sold.		On hand.	
				Quantity.	Value.	Quantity.	Value.	Quantity.	Value.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Aprons	348	$	$227.00	all	$227.00		$		$
Bags-Candy etc.	250		19.	"	19.00				
Bloomers	300		425.	"	425.				
Capes	12		125.	"	125.				
Caps	60		13.80	"	13.80				
Cases Pillow	270.		135.	"	135.				
Cloths Table	103.		309.	"	309.				
Curtains	32		22.	"	22.00				
Dresses school	779		2465.	"	2465.				
Dresses uniform	46		696.	"	696.00				
Gowns	72		72.	"	72.				
Sheets	672		672.	"	672.				
San. Napkins	164		16.40	"	16.40				
Shirts	55		55.	"	55.				
Towels	4484		784.75	"	784.75				
Suits baseball	12		60.	"	60.				
Shoes	94		215.	"	215.				
Stands flower	10		27.					10	27.00
Tea cart & Trays	1		15.					1	15.
Music cabinet	1		3.					1	3.
Benches piano	2		6.					2	6.
Closets china	2		20.					2	20.
Table dining	1		10.					1	10.
Cases Book	3		9.					3	9.
Stands, light	2		6.					2	6.
Desks Writing	2		21.					2	21.
Total value [b]			$6428.95					24	$117.00

[a] See Abstract C, quarterly property accounts, Form 5-003, for current year.
[b] The sum of the value used and on hand must agree with market value of manufactured articles.

1922 SECTION V.—INDUSTRIES—Continued.

SANTA FE Indian School.

NOTHING TO REPORT ON THIS SHEET Reservation.

27. Acreage of agricultural lands:

	(1) Allotted.	(2) Unallotted.	(3) Total.
(a) Acres agricultural lands cultivated by Indians			a
(b) Acres agricultural lands used by Indians for grazing purposes			
(c) Acres agricultural lands leased			b
(d) Acres agricultural lands not used for any purpose			
(e) Total	c	c	

28. Acreage of grazing lands:

(a) Acres grazing lands used by Indians for grazing purposes			
(b) Acres grazing lands used by Indians for other purposes			
(c) Acres grazing lands leased			b
(d) Acres grazing lands unused			
(e) Total	d	d	

29. Total acreage used by Indians for grazing purposes (total of 27 (b) and 28 (a)):

(1) Allotted lands.	(2) Unallotted lands.	(3) Total.

30. Indians farming for themselves:

	ALLOTTED.		UNALLOTTED.		LEASED OR RENTED.		TOTAL.	
	(1) Number.e	(2) Acreage.	(1) Number.e	(2) Acreage.	(1) Number.e	(2) Acreage.	(1) Number.	(2) Acreage.
(a) Allotted Indians								
(b) Unallotted Indians								
(c) Total								a

a These figures must agree.
b Sum of these figures must equal total acreage leased, as reported in query 38 (a), (b), (c), and (f), page 28.
c These figures must agree with those reported under queries 13 (d) and 14 (d), respectively, pages 18 and 19.
d These figures must agree with those reported under queries 13 (h) and 14 (h), respectively, page 19.
e Number Indians must not be duplicated.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1922

SANTA FE Indian School.

NOT APPLICABLE HERE Reservation.

31. Crops raised by Indians and value thereof (garden truck may be combined as miscellaneous):

Kinds.	Unit.	On allotted lands. (1) Quantity.	On allotted lands. (2) Value.	On unallotted lands. (3) Quantity.	On unallotted lands. (4) Value.	Total. (5) Quantity.	Total. (6) Value.
(a)			$		$		$
(b)							
(c)							
(d)							
(e)							
(f)							
(g)							
(h)							
(i) Total value							a

32. Disposition of above crops:

(a) Value of crops consumed by the Indians $

(b) Value of crops sold by the Indians

(c) Value of crops remaining on hand

(d) Total a

33. Largest acreages farmed by individual Indians:

(1) Name of Indian.	(2) Degree of Indian blood.	(3) Age.	(4) Acreage farmed.	(5) Principal crops raised.	(6) Value of crops raised.
					$

a These figures must agree.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1922 SANTA FE Indian School.

NOT APPLICAVLE HEREA Reservation.

34. Number of acres under ditch:

	(1) From wells.	(2) From other systems.	(3) Total.
(a) Allotted lands			
(b) Unallotted lands			
(c) Total			[a]

35. Number of acres under ditch, distributed as follows:

	(1) For farming.	(2) For grazing.	(3) Other purposes.	(4) Total.
Used by Indians—				
(a) Allotted lands				
(b) Unallotted lands				
(c) Total				
Used by lessees—				
(d) Allotted lands				
(e) Unallotted lands				
(f) Total				
Not used—				
(g) Allotted lands				
(h) Unallotted lands				
(i) Total				
Total acreage under ditch:				
(j) Allotted lands				
(k) Unallotted lands				
(l) Total				[a]

36. Acreage susceptible of farming without irrigation:

Used by Indians—				
(a) Allotted lands				
(b) Unallotted lands				
(c) Total				
Used by lessees—				
(d) Allotted lands				
(e) Unallotted lands				
(f) Total				
Not used—				
(g) Allotted lands				
(h) Unallotted lands				
(i) Total				
Total acreage susceptible of farming without irrigation—				
(j) Allotted lands				
(k) Unallotted lands				
(l) Total				

[a] These figures must agree.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1922

SANTA FE Indian School.

NOT APPLICABLE HERE Reservation.

37. Acreage of allotments:

	(1) Number of allotments.	(2) Acreage of allotments.
(a) Total allotments on reservation and acreage		
(b) Worked or used by Indians		
(c) Not used by Indians		

38. Acreage under lease or permit, and income paid in cash, or improvements, during the current fiscal year:

	(1) ALLOTTED LANDS.				(2) UNALLOTTED LANDS.		
	(1) Number.	(2) Number of allotments.	(3) Acres.	(4) Rental.	(5) Number.	(6) Acres.	(7) Rental.
(a) Farming leases				$			$
(b) Grazing leases							
(c) Grazing permits							
(d) Mining—							
(1) Coal and asphalt							
(2) Oil and gas							
(3) Other minerals							
(e) Name other purposes—							
(f) Improvements for—							
(1) Farming leases[a]				[b]			[b]
(2) Grazing[a]				[b]			[b]
Total							

39. Allotments under lease:

	(1) Number.	(2) Acreage.	(3) Total revenue.
(a) Through departmental control			$
(b) By Indians direct with departmental permission			
(c) By Indians direct without departmental permission			
Total			

40. Number of Indian traders licensed to do business on the reservation:

(a) Indians (full-blood)	
(b) Indians (mixed-blood)	
(c) Whites	
(d) Total	

[a] Should not be included above, in (a) and (b).
[b] If actual figures can not be supplied, give estimated figures.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

Santa Fe N.M. Indian School.

Reservation.

41. Number of Indians engaged in live-stock industry as principal means of support:
(a) Allotted Indians
(b) Unallotted Indians
(c) Total

42. Number of Indians owning stock as only partial means of support or for farm or home use:
(a) Allotted Indians
(b) Unallotted Indians
(c) Total

43. Number of families having milch cows and using them as such

44. Stock on the reservation June 30, current fiscal year, belonging to the United States:

	AGENCY.[a]		SCHOOL.[a]		TOTAL.	
	(1) Number.	(2) Value.	(3) Number.	(4) Value.	(5) Number.	(6) Value.
(a) Bees (colonies)		$		$		$
(b) Boars						
(c) Bulls			1	175.00	1	175.00
(d) Burros			4	40.	4	40.
(e) Cows and heifers			17	2360.	17	2360.00
(f) Goats						
(g) Hogs and pigs			71	568.	71	568.00
(h) Horses			3	225.	3	225.
(i) Jacks						
(j) Mares				465.		
(k) Mules			3	~~468~~ 465.	3	465.
(l) Rams and wethers						
(m) Sheep (ewes)						
(n) Stallions (pony)						
(o) Stallions (large)						
(p) Steers						
(q) Poultry—						
(1) Chickens	old & baby		142	72.52	142	72.52
(2) Ducks						
(3) Geese						
(4) Turkeys						
(r) Other kinds, if any—						
Total value				3905.52		$3905.52

[a] Only stock *used* for agency and school purposes should be classed under these headings; tribal stock should be shown in query (B) page 30.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1922

SANTA FE Indian School.

NOTHING TO BE REPORTED ON THIS SHEET

Reservation.

45. Stock on the reservation June 30, current fiscal year:

(A) Belonging to individual Indians—

	Allotted Indians.		Unallotted Indians.		Total.	
	(1) Number.	(2) Value.	(3) Number.	(4) Value.	(5) Number.	(6) Value.
(a) Bees (colonies)		$		$		$
(b) Boars						
(c) Bulls						
(d) Burros						
(e) Cows and heifers						
(f) Goats						
(g) Hogs and pigs						
(h) Horses						
(i) Jacks						
(j) Mares						
(k) Mules						
(l) Rams and wethers						
(m) Sheep (ewes)						
(n) Stallions (pony)						
(o) Stallions (large)						
(p) Steers						
(q) Poultry—						
(1) Chickens						
(2) Ducks						
(3) Geese						
(4) Turkeys						
(r) Other kinds, if any—						
Total value						[a]

(B) Belonging to the tribe—

	(1) Number.	(2) Value.
(a) Bulls		$
(b) Cows and heifers		
(c) Steers		
(d) Horses		
(e) Mares		
(f) Stallions		
(g) Mules		
(h) Sheep		
(i) Goats		
(j)		
(k)		
Total value		[b]

[a] These figures must agree with those under query 8 (1), page 54.
[b] These figures must agree with those under query 7 (h), page 54.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1922

SANTA FE ---------- Indian School.

NOTHING FORTHIS SHEET ---------- Reservation.

46. Stock belonging to Indians sold for slaughter or other purposes and slaughtered by Indians June 30, current fiscal year:

	Sold.		Slaughtered by Indians.		Total.	
	(1) Number.	(2) Value.	(3) Number.	(4) Value.	(5) Number.	(6) Value.
(a) Bees (colonies)		$				$
(b) Boars				$		
(c) Bulls						
(d) Burros						
(e) Cows and heifers						
(f) Goats						
(g) Hogs and pigs						
(h) Horses						
(i) Jacks						
(j) Mares						
(k) Mules						
(l) Rams and wethers						
(m) Sheep (ewes)						
(n) Stallions (pony)						
(o) Stallions (large)						
(p) Steers						
(q) Poultry—						
(1) Chickens						
(2) Ducks						
(3) Geese						
(4) Turkeys						
(r) Other kinds, if any—						
Total value						

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1922

SANTA FE ..... Indian School.

NOTHING UNDER THIS HEAD ..... Reservation.

47. Stock on the reservation June 30, current fiscal year, belonging to lessees:

	On allotted land		On unallotted land.		Total.	
	(1) Number.	(2) Value.	(3) Number.	(4) Value.	(5) Number.	(6) Value.
(a) Bees (colonies)		$		$		$
(b) Boars						
(c) Bulls						
(d) Burros						
(e) Cows and heifers						
(f) Goats						
(g) Hogs and pigs						
(h) Horses						
(i) Jacks						
(j) Mares						
(k) Mules						
(l) Rams and wethers						
(m) Sheep (ewes)						
(n) Stallions (pony)						
(o) Stallions (large)						
(p) Steers						
(q) Other kinds, if any—						
Total value						

48. Stock on reservation at close of fiscal year belonging to Government employees:

(1) Names of employees.	Used wholly for private purposes.				Used wholly or partly for Government purposes.			
	(2) Kinds owned (horses, cows, etc.).	(3) Number owned.	Cost for year's maintenance. (4) To Government.	Cost for year's maintenance. (5) To owner.	(6) Kinds owned (horses, cows, etc.).	(7) Number owned.	Cost for year's maintenance. (8) To Government.	Cost for year's maintenance. (9) To owner.
			$	$			$	$
Total								

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

Santa Fe N.M. Indian School.

Reservation.

49. Stock purchased during current fiscal year:

	For Government.[a]		For Indians.[b]		Total.	
	(1) Number.	(2) Value.	(3) Number.	(4) Value.	(5) Number.	(6) Value.
(a) Boars		$		$		$
(b) Bulls						
(c) Calves						
(d) Cows						
(e) Geldings						
(f) Goats						
(g) Heifers						
(h) Hogs						
(i) Jacks						
(j) Mares						
(k) Mules						
(l) Oxen						
(m) Pigs						
(n) Ponies						
(o) Rams						
(p) Sheep						
(q) Stallions						
(r) Steers						
(s) Other kinds Baby Chicks	300	$18.00			300	$18.00
Total value						

[a] Stock shown in these columns should agree with stock purchased as shown on abstracts *A* and *B* quarterly property accounts, with exception of animals purchased for subsistence.
[b] Stock purchased by or for Indians with personal or individual or reimbursable funds, or for issue to Indians with Government funds.

STATISTICAL.

[redacted]

SECTION V.—INDUSTRIES—Continued.

MISCELLANEOUS.

Santa Fe N.M. Indian School.

Crops raised by Indians and value thereof (show each product separately):

KINDS.	ACREAGE.	UNIT.	YIELD.		VALUE.	
			TOTAL.	PER ACRE.	TOTAL.	PER ACRE.
(a)						
(b)						
(c)						
(d)						
(e)						
(f)						
(g)						
(h)						
(i)						
(j)						
(k)						
(l)						
(m)						
(n)						
(o)						
(p)						
(q) Total	(a)				(a)	

SUPPLIES AND TRANSPORTATION.		Weight, lbs.	Value.
** 1. Supplies purchased through warehouses	Tons	200	$27735.45
2. Supplies purchased otherwise by superintendents of schools	"	1870	13571.52
3. Amount expended for wagon transportation	"	1074	698.42

(a) These figures must agree with those reported under queries 30 and 31, respectively, pages 25 and 26.

These figures are approximate as not all of above was a purchase where weight was a consideration.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1922

SANTA FE ..... Indian School.

NOT APPLICABLE HERE ..... Reservation.

50. Indians engaged in other industries, trades, or professions for themselves (not to include Indians employed by others):

	(1) Number of Indians in each industry.	(2) Quantity produced.	(3) Value of products produced.
(a) Basket making			$
(b) Beadwork			
(c) Blanket weaving			
(d) Lace making			
(e) Pottery			
(f) Fishing			
(g) Cutting and selling wood and timber			
(h) Others (name them)—			
Total			

51. Number of able-bodied adult Indians under your jurisdiction who support themselves by their own industry and thrift .....

52. Number of able-bodied adult Indians other than above who make an effort at self-support but are not entirely self-supporting by their own industry and thrift .....

(a) Number of these Indians who have sufficient individual Indian moneys or receive annuities sufficient to make up the deficiency for their support and not supplied by their own industry .....

53. Number of able-bodied adult Indians who make no effort at self-support .....

(a) Number of these Indians who have individual Indian moneys or receive annuities sufficient for their support .....

54. Total of Nos. 52 and 53 .....

55. Total of Nos. 52 (a) and 53 (a) .....

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1922

SANTA FE Indian School.

NOT APPLICABLE HERE Reservation.

56. Number of Indians to whom rations were issued and for which no labor was performed (not to include pupils at school):

	Males.		Females.		Total.	
	(1) Adults.	(2) Minors.	(3) Adults.	(4) Minors.	(5) Adults.	(6) Minors.
(a) Able-bodied						
(b) Mentally or physically disabled						
(c) Total						

57. Number of Indians to whom rations were issued in payment for labor performed:

Males.		Females.		Total.	
(1) Adults.	(2) Minors.	(3) Adults.	(4) Minors.	(5) Adults.	(6) Minors.

58. Number of Indians to whom cash was paid for labor in lieu of rations:

Males.		Females.		Total.	
(1) Adults.	(2) Minors.	(3) Adults.	(4) Minors.	(5) Adults.	(6) Minors.

59. Number of Indians to whom miscellaneous supplies were issued and for which no labor was performed (not to include pupils at school):

	Males.		Females.		Total.	
	(1) Adults.	(2) Minors.	(3) Adults.	(4) Minors.	(5) Adults.	(6) Minors.
(a) Able-bodied						
(b) Mentally or physically disabled						
(c) Total						

60. Number of Indians to whom miscellaneous supplies were issued in payment for labor performed:

Males.		Females.		Total.	
(1) Adults.	(2) Minors.	(3) Adults.	(4) Minors.	(5) Adults.	(6) Minors.

61. Number of Indians to whom cash was paid for labor in lieu of miscellaneous supplies:

Males.		Females.		Total.	
(1) Adults.	(2) Minors.	(3) Adults.	(4) Minors.	(5) Adults.	(6) Minors.

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1922

SANTA FE Indian School

THIS SHEET NOT APPLICABLE HERE Reservation.

62. Quantity and value of rations issued during the current fiscal year:

Articles.	Unit.	To Indians described in query 56.		To Indians described in query 57.	
		(1) Quantity.	(2) Value.	(3) Quantity.	(4) Value.
			$		$
Total					

63. The amount of cash paid to Indians described in query 58 $

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

L922

SANTA FE Indian School.

THIS SHEET NOT APPLICABLE HERE Reservation.

64. Quantity and value of miscellaneous supplies issued during the current fiscal year:

Articles.	Unit.	To Indians described in query 59.		To Indians described in query 60.	
		(1) Quantity.	(2) Value.	(3) Quantity.	(4) Value.
			$		$
Total					

65. The amount of cash paid to Indians described in query 61 $

STATISTICAL.

SECTION V.—INDUSTRIES—Continued.

1922

SANTA FE Indian School.

NOT APPLICABLE HERE Reservation.

66. Improvements on Indian lands:

Dwellings.	Constructed prior to current fiscal year.				Constructed during current fiscal year.			
	Log.	Frame.	Brick.	Adobe.	Log.	Frame.	Brick.	Adobe.
3 rooms or less								
4 or 5 rooms								
6 rooms or more								
Total								
Barns								

67. Number of above dwellings occupied by Indians

68. Number of above dwellings occupied by lessees

69. Water supply:

Total sources of water supply existing prior to current fiscal year.				Provided during fiscal year.		Number Indian families having water supply within ¼ mile of—			
Wells.	Improved springs.	Lakes.	Streams.	Wells.	Improved springs.	Wells.	Springs.	Lakes.	Streams.

70. Number sources of water supply contaminated or subject to contamination

71. Orchards:

Number trees now living which were—	Apple.	Peach.	Cherry.	Plum.	Fig.			
Planted current fiscal year								
Planted previous to current fiscal year								
Total								

STATISTICAL.

SECTION VI.—FORESTRY.

Annual Report 1922 (Year.)

NOT APPLICABLE HERE

SANTA FE Indian School.

Reservation.

1. Estimated forest resources June 30, current fiscal year:

	(1) Acreage.	(2) Board feet.	(3) Stumpage Value per M.	(4) Total value timber.
(a) Allotted lands			$	$
(b) Unallotted lands				
(c) Total				

2. Estimated value of timber lands, exclusive of timber, June 30, current fiscal year:

	(1) Acreage.	(2) Value per acre.	(3) Total value.
(a) Allotted lands		$	$
(b) Unallotted lands			

(c) Total value timber lands $

3. Estimated percentages of predominating species:

(1) Species.	(2) Estimated percentage.	(3) Species.	(4) Estimated percentage.
(a)		(d)	
(b)		(e)	
(c)		(f)	

4. Roads, fences, etc.:

	Built to date.			Needed but not yet built.		
	(1) Number.	(2) Miles.	(3) Total cost.	(1) Number.	(2) Miles.	(3) Estimated cost.
(a) Roads			$			$
(b) Trails						
(c) Fire lines						
(d) Telephone lines						
(e) Fences						
(f) Lookout stations						
(g) Cabins						
(h) Stables						
(i) Corrals						
(j) Total						

5. Number of private sawmills on the reservation ____ Total manufactured by them ____ Board feet.
   (a) Present value $____
6. Number of Government sawmills on reservation ____ Present value $____
   (a) Production for current year (not in value):
   Lumber ____ Shingles ____ Lath ____
   Total value all products $____
7. Number of employees in forestry work ____
   (a) Total cost of operation for one year $____

STATISTICAL.

SECTION VI.—FORESTRY—Continued.

1922

SANTA FE ---------- Indian School.

NOT APPLICABLE HERE ---------- Reservation.

8. Total amount of timber cut during the current fiscal year:

	(A) Under contract from allotted lands—		(B) Under contract from unallotted lands—	
(a) By Indians—	(1) Amount.	(2) Stumpage value.	(3) Amount.	(4) Stumpage value.
Number feet B. M.		$		$
Number poles				
Number fence posts				
Cords firewood				
Cords pulp wood				
(b) By other persons—				
Number feet B. M.				
Number poles				
Number fence posts				
Cords firewood				
Cords pulp wood				

	(C) Under permit from allotted lands—		(D) Under permit from unallotted lands—	
(a) By Indians—				
Number feet B. M.				
Number poles				
Number fence posts				
Cords firewood				
Cords pulp wood				
(b) By other persons—				
Number feet B. M.				
Number poles				
Number fence posts				
Cords firewood				
Cords pulp wood				

	(E) By Government from unallotted lands—		(E) By Government from unallotted lands—	
(a) For use—			(b) For sale—	
Number feet B. M.				
Number poles				
Number fence posts				
Cords firewood				
Cords pulp wood				

9. The relation of the existing local force, for handling all classes of business and for fire protection, is one man to ---------- acres of forest.

10. Number of forest users and others available when called upon to help in case of fire ---------- ----------

STATISTICAL.

1922

SECTION VI.—FORESTRY—Continued.

THIS SHEET NOT APPLICABLE HERE SANTA FE Indian School.

Fire Report: Reservation.

	Class and number.			
	A.[a]	B.[b]	C.[c]	Total.
11. Fires originating on unallotted lands				
12. Fires originating on allotted lands inside of reservation boundaries				
13. Fires originating on allotted lands outside of reservation boundaries				
14. Fires originating outside of reservation boundaries and on non-Indian lands				
Total number of fires				

	Railroad.	Lightning.	Incendiary.	Brush burning.	Campers.	Sawmills.	Unknown.	Miscellaneous.	Total.
15. Causes of all fires reported									

16. _____ Damage from all fires:

Location of fires.	Area burned over.			Damage to timber, reproduction, and forage.[d]				
	Timbered.	Open.	Total.	Timber destroyed or damaged.		Reproduction value.	Forage value.	Total value.
				M B. F.	Value.			
	Acres.	*Acres.*	*Acres.*					
On unallotted lands					$	$	$	$
On allotted lands inside of reservation boundaries								
On allotted lands outside of reservation boundaries								
Total								

17. _____ Cost of fighting all fires:

Division of cost.	Temporary labor.	Guard and ranger labor.	Tools, supplies, transportation, etc.	Total cost.	Value of cooperation.
On unallotted lands	$	$	$	$	$
On allotted lands					
Total					

[a] Under Class A include camp fires and other small fires covering not more than a few square rods.
[b] Under Class B include small forest fires extinguished without special expense and covering generally not over 5 acres.
[c] Under Class C include large fires requiring extra help and expense.
[d] The amount and value of damaged cordwood may be included with the timber on a ratio of 1 cord=500 B. F.

STATISTICAL.

SECTION VII.—IRRIGATION.

Annual Report 1922 (Year.)

NOT APPLICABLE HERE

SANTA FE Indian School.

Reservation.

(FOR RESERVATIONS WEST OF 100TH MERIDIAN.)

1. Give data regarding irrigable area of your reservation as outlined below:

	(1) Allotted land (acres).	(2) Unallotted land (acres).	(3) School land (acres).	(4) Agency land (acres).	(5) Total (acres).
(a) Total area susceptible of irrigation and for which there is apparent water supply, including that under project					
(b) Area under projects approved or investigated					a
(c) Area under other possible projects					a
(d) Area brought within service of ditches during the year					
(e) Total area within service of ditches June 30					
(f) Irrigated area leased					
(g) Area irrigated land cultivated by Indians during year					
(h) Irrigated area owned by whites					
(i) Number of Indians cultivating irrigated land					
(j) Irrigable area leased					
(k) Irrigable area sold					

(l) Number of allotments under ditch June 30, current fiscal year

(m) Number of allotments sold, under ditch June 30, current fiscal year

(n) Number of Indians benefited by irrigation (exclusive of wages)

2. Miles of ditches on reservation:

(a) Main

(b) Lateral

(c) Total

a Sum of these figures must equal total area susceptible of irrigation, column (5), query 1 (a).

STATISTICAL.

SECTION VII.—IRRIGATION—Continued.

1922

SANTA FE Indian School.

Reservation.

3. Number of irrigation structures on reservation:

Kinds.	(1) Concrete.	(2) Masonry.	(3) Timber.	(4) Earth.	(5) Steel.	(6) Total.
Diversion dams						
Storage dams						
Total dams						
Headgates	We have a "tank" holding 1/2 million gallons. When					
Drops	rainfall is slack, we fill this tank from the city water					
Chutes	supply and use it for irrigation.					
Flumes						
Checks						
Waste gates						
Division boxes						
Bridges						
Culverts						
Siphons						

4. What is the rainfall in inches on your reservation?

	Inches.		Inches.
(a) January	Rainfall very uncertain and varies a great deal.	(g) July	
(b) February	Annual average at Santa Fe is about 14 inches. This	(h) August	
(c) March	fiscal year has been an exceedingly dry one, the pre-	(i) September	
(d) April	cipitation being far under normal. Only one rain of	(j) October	
(e) May	any consequence since last fall.	(k) November	
(f) June		(l) December	
(m) Total for year			

5. Acreage and value of crops raised on irrigated lands:

	By Indians.		By Whites.	
	(1) Acreage.	(2) Value of product.	(1) Acreage.	(2) Value of product.
(a) Allotted land		[a]$		$
(b) Unallotted land		[a]		
(c) School land				
(d) Agency land				
(e) Total all lands				

[a] This sum is the value of products raised by irrigation, and should never exceed the value reported in query 31, page 26.

STATISTICAL.

SECTION VIII.—SALES.

Annual Report 1922 (Year.)

SANTA FE Indian School.

THIS SHEET NOT APPLICABLE HERE

Reservation.

1. Total number of Indians under your supervision ..... [a] .....

   (a) Total number of these Indians who have no allotted or inherited lands under governmental control and who have received their pro rata shares of all the trust funds of the tribes and their individual Indian moneys (this not to include those Indians who have never received allotments) .....

   (b) Total number of Indians remaining under Federal jurisdiction (which should be No. 1 (a) subtracted from No. 1) .....

2. Total number of patents in fee issued to June 30, current fiscal year:

	(1) Number.	(2) Acreage.
(a) For original allotments		
(b) For inherited lands		
(c) Total		

3. Total number of patents in fee issued during fiscal year:

(a) For original allotments		
(b) For inherited lands		
(c) Total		

4. Number of Indians who have received patents in fee for their entire allotment .....
   (a) Acreage thereof .....
   (b) Number of these Indians who have disposed of all their inherited lands or have not fallen heir to any .....

5. Total acreage sold to June 30, current fiscal year:

	(1) Acreage.	(2) Amount received.
(a) Allotted land		$
(b) Unallotted land		
(c) Total		

6. Total acreage sold during current fiscal year:

	(1) Acreage.	(2) Amount received.
(a) Allotted land		$
(b) Unallotted land		
(c) Total		

7. Living unallotted Indians under your supervision ..... [b] .....
8. Living allotted Indians who have not received patents in fee for any part of their allotments .....
9. Living allotted Indians who have received patents in fee for only part of their allotments .....

[a] These figures must agree with those reported in column (9), query 9 (i), page 16.
[b] The number of Indians unallotted and allotted should agree with those in query 1 (e), page 15.

SECTION VIII.—SALES—Continued.

Annual Report 1922 (Year.)

SANTA FE Indian School.

NOT APPLICABLE HERE Reservation.

10. Number of Indians who now have patents in fee for part or entire allotment _____
(a) Acreage thereof _____
(b) Value thereof $_____

11. Living allotted Indians who have received patents in fee for their entire allotment _____

12. Total number living allotted Indians _____ a

13. Total all living Indians under your supervision _____ b

SECTION IX.—RECORDS.

1. Give a statement showing area and description of all lands on the reservation reserved during current year for any purpose, date reserved, authority for reservation, organization for whom reserved, purpose of reservation, description of the land by legal subdivisions, sections, etc., and the area thereof.

(1) Date reserved.	(2) Authority for reservation.	(3) Organization.	(4) Purpose.	(5) Description.	(6) Area.	(7) Value.

2. Town sites on reservation established to date:

(1) Date of establishment.	(2) Authority for establishment.	(3) Description.	(4) Area.

a The number of Indians unallotted and allotted should agree with those in query 1 (e), page 15.
b These figures must agree with those reported in column (9), query 9 (i), page 16.

STATISTICAL.

Section X.—Government Property.

Annual Report 1922 (Year.)

Santa Fe N.M. Indian School.

Reservation.

Property Under Your Jurisdiction Belonging to the United States.

1. School property:

Name or number of school Santa Fe Indian Industrial School

(List each school separately, for which extra sheets are sent, and letter the succeeding sheets a, b, c, etc.)

(a) School lands—

[a] 106 acres; valued at $ 50A @ $200 / 56A @ $ 10 per acre — [a] $ 10560.00 (Total value.)

(b) Buildings—

34 number of buildings at total value of — $ 166655.14

(c) Heating and power plants—

9 separate plants, supplying 14 buildings — 21145.69

(d) Lighting system (kind Electric-contract) — 2000.00 Approx.

(e) Water system (kind Gravity ") — 3000.00 do

(f) Sewer system (kind Flush & Gravity) —

(g) Total value of items b, c, d, e, and f (same must agree with the figures reported by you on Forms 5–366 and 5–366a) — 192700.83

(h) Value of furniture and fixtures — 15000.00

(i) Value of supplies on hand or in storehouse — 27800.61

(j) Value of equipment for industrial education, in shops, laundries, etc — 29120.67

(k) Value of live stock — [b] 3905.52

(l) Value of agricultural implements — 3166.06

(m) Value of tools and implements of other kinds — 200.00

(n) Value of miscellaneous property — 3500.00

(o) Total value of all property belonging to this school (total of items a, g, h, i, j, k, l, m, and n) — 285953.69

[a] The total acreage and value of school lands in queries 1, pages 46 and 46 lettered, must agree with figures reported in columns (1) and (3), query 11 (n), page 17.

[b] The total value of stock in queries (k), pages 46 and 46 lettered, must agree with value reported in column 4, query 44, page 29.

STATISTICAL.

SECTION X.—GOVERNMENT PROPERTY—Continued.

1922

SANTA FE Indian School.

THIS SHEET DOES NOT APPLY HERE Reservation.

2. Agency property:

(a) Agency lands—

	Total value.
[a] ---- acres; valued at $---- per acre	[a] $
(b) Buildings—	
---- number of buildings at total value of	$
(c) Heating and power plants—	
---- separate plants, supplying ---- buildings	
(d) Lighting system (kind ----)	
(e) Water system (kind ----)	
(f) Sewer system (kind ----)	
(g) Total value of items b, c, d, e, and f (same must agree with the figures reported by you on Forms 5-366 and 5-366a)	
(h) Value of furniture and fixtures	
(i) Value of supplies on hand or in storehouse	
(j) Value of equipment for industrial education, in shops, laundries, etc	
(k) Value of live stock	[b]
(l) Value of agricultural implements	
(m) Value of tools and implements of other kinds	
(n) Value of miscellaneous property	
(o) Total value of all property belonging to this agency (total of items a, g, h, i, j, k, l, m, and n)	

[a] These figures must agree with those reported in columns (1) and (3), query 12 (n), page 18.
[b] These figures must agree with those reported in column (2), query 44, page 29.

SECTION X.—DISTRIBUTION OF GOVERNMENT PROPERTY.[a]

1922

SANTA FE Indian School.

NOTHING UNDER THIS HEAD Reservation.

3. Administration (whatever is not classed under Health, Industries, and School):

(a) Lands used for administration purposes—

Total value.

---- acres; valued at $---- per acre---- $----

(b) Buildings—

---- number of buildings at total value of---- $----

(c) Heating and power plants—

---- separate plants, supplying ---- buildings---- ----

(d) Lighting system (kind ---- ----) ----

(e) Water system (kind ----) ----

(f) Sewer system (kind ----) ----

(g) Total value of items b, c, d, e, and f---- ----

(h) Value of furniture and fixtures---- ----

(i) Value of supplies on hand or in storehouse [b]---- ----

(j) Value of live stock---- ----

(k) Value of vehicles---- ----

(l) Value of miscellaneous property---- ----

(m) Total value of all property used for administration purposes (total of items a, g, h, i, j, k, and l)---- ----

[a] The total of all property reported on these six pages should equal that reported on pages 46, 46 lettered, and 47.
[b] Exclusive of supplies in school storerooms or storehouses.

STATISTICAL.

SECTION X.—DISTRIBUTION OF GOVERNMENT PROPERTY—Continued.

Santa Fe N.M. Indian School.

Reservation.

4. Health property:

		Total value.
(a) Building sites: ____ acres; valued at $____ per acre		$____
(b) Buildings— 1 number of buildings at total value of	$2500.00	
(c) Heating and power plants— ____ separate plants, supplying ____ buildings		
(d) Lighting system (kind Electric-Contract)	$2000.00	Approx.
(e) Water system (kind Gravity do)	3000.00	Do
(f) Sewer system (kind Flush & Gravity)		
(g) Total value of items b, c, d, e, and f	$7500.00	
(h) Value of furniture and fixtures		
(i) Value of drugs and medical supplies on hand		
(j) Value of live stock		
(k) Value of surgical instruments		$149.39
(l) Value of vehicles		
(m) Value of miscellaneous property		
(n) Total value of all property used for health purposes, a, g, h, i, j, k, l, and m		$7649.39

STATISTICAL.

SECTION X.—DISTRIBUTION OF GOVERNMENT PROPERTY—Continued.

1922

SANTA FE ---------- Indian School.

NOT APPLICABLE HERE

---------- Reservation.

5. Industries:

(1) Allotting [a]—

(a) Value of camp outfit ---------- $----------

(b) Value of surveying instruments ---------- ----------

(c) Value of furniture and fixtures ---------- ----------

(d) Value of live stock ---------- ----------

(e) Value of wagons and vehicles ---------- ----------

(f) Value of tools and implements ---------- ----------

(g) Value of miscellaneous property ---------- ----------

(h) Total value of all property used for allotting service ---------- ----------

(2) Irrigation [b]—

(a) Buildings—

---------- number of buildings at total value of ---------- $----------

(b) Value of inventory ---------- ----------

1. Supplies on hand ---------- $----------

2. Material (lumber, cement, etc.) ---------- ----------

3. Equipment (plows, drills, machinery, etc.) ---------- ----------

(c) Value of telephone equipment ---------- ----------

(d) Value of miscellaneous property ---------- ----------

(e) Total value of property used for irrigation ---------- ----------

[a] If data are not available, procure same from allotting agent on reservation.
[b] If data are not available, procure same from engineer in charge of project.

STATISTICAL.

SECTION X.—DISTRIBUTION OF GOVERNMENT PROPERTY—Continued.

1922

SANTA FE ---------- Indian School.

NOTHING MORE THAN WHAT ALREADY APPEARS ON SHEET 46

---------- Reservation.

5. Industries—Continued:

(3) Farming—

(a) Farm lands— Total value.

---------- acres; valued at $---------- per acre---------- $----------

(b) Buildings—

---------- number of buildings at total value of---------- $----------

(c) Heating and power plants[a]—

---------- separate plants, supplying ---------- buildings---

(d) Lighting system [a] (kind----------) ----------

(e) Water system [a] (kind----------) ----------

(f) Sewer system [a] (kind----------) ----------

(g) Total value of items b, c, d, e, and f----------

(h) Value of furniture and fixtures---------- ----------

(i) Value of live stock---------- ----------

(j) Value of agricultural implements---------- ----------

(k) Value of tools and implements of other kinds---------- ----------

(l) Value of miscellaneous property----------

(m) Total value of all property used for farm purposes (total of items a, g, h, i, j, k, and l)---------- ----------

[a] If additional to general agency system.

STATISTICAL.

SECTION X.—DISTRIBUTION OF GOVERNMENT PROPERTY—Continued.

1922

SANTA FE Indian School.

NOT APPLICABLE HERE Reservation.

5. Industries—Continued.

(4) Forestry— Total value.

(a) Lands used for forestry quarters, cabins, etc., ____ acres; valued at $____ per acre ____ $____

(b) Buildings—

____ number of buildings at total value of ____ $____

(c) Heating and power plants [a]—

____ separate plants, supplying ____ buildings ____ ____

(d) Lighting system [a] (kind ____) ____

(e) Water system [a] (kind ____) ____

(f) Sewer system [a] (kind ____) ____

(g) Total value of items b, c, d, e, and f ____

(h) Value of furniture and fixtures ____

(i) Value of live stock ____

(j) Value of surveying outfit ____

(k) Value of telephone equipment ____

(l) Value of miscellaneous property ____

(m) Value of sawmill plants ____

(n) Total value of property used for forestry purposes (total of items a, g, h, i, j, k, l, and m) ____

[a] If additional to general agency system.

STATISTICAL.

SECTION X.—DISTRIBUTION OF GOVERNMENT PROPERTY [a]—Continued.

Santa Fe N.M. Indian School.

Reservation.

6. School property:

		Total value.
(a) School lands— 106 acres; valued at $ 50 A @ $200 56 A @ 10 per acre		$ 10560.00
(b) Buildings— 34 number of buildings at total value of	$ 166655.14	
(c) Heating and power plants— 9 separate plants, supplying 14 buildings	21145.69	
(d) Lighting system (kind Electric Contract)	2000.00	Approx.
(e) Water system (kind Gravity ")	3000.00	do
(f) Sewer system (kind Flush & Gravity)		
(g) Total value of items b, c, d, e, and f		$192700.83
(h) Value of furniture and fixtures (not included under j)		15000.00
(i) Value of supplies on hand or in storerooms or in school storehouses		27800.61
(j) Value of equipment for industrial education in shops, laundries, etc		29120.67
(k) Value of live stock		3905.52
(l) Value of agricultural implements in use		3166.06
(m) Value of tools and implements (not already given)		200.00
(n) Value of miscellaneous property (not already given)		3500.00
(o) Total value of all property belonging to this school (total of items a, g, h, i, j, k, l, m, and n)		$285953.69

[a] The total of all property reported on these six pages, should equal that reported on pages 46, 46 lettered, and 47.

SECTION X.—DISTRIBUTION OF INDIANS' PROPERTY.

Sata Fe Indian Indian School.

Reservation.

PROPERTY UNDER YOUR JURISDICTION BELONGING TO INDIANS.

7. Property belonging to tribe as a whole:

(a) Acreage of unallotted lands (see query 14 (n), page 19)

(b) Average value per acre, excluding timber thereon $

(c) Total value of unallotted lands, excluding timber thereon and including minerals [a] $

(d) Estimated stand of timber on tribal lands (see query 1 (b), page 39) bd. ft.

(e) Estimated value per M (see query 1 (b), page 39) $

(f) Total estimated value of timber on unallotted lands (see query 1 (b), page 39) [a]

(g) Tribal funds in Treasury (superintendents are not to fill in this space)

(h) Value of live stock belonging to tribe as a whole (see query 45 (B), page 30)

(i) Value of other property belonging to tribe

(j) Total value, tribal property

8. Property belonging to individual Indians:

(a) Total acreage of allotted lands (see query 13 (n), page 19)

(b) Average value per acre, excluding timber thereon $

(c) Total value of allotted lands, excluding timber thereon and including minerals [b]

(d) Estimated stand of timber on allotted lands (see query 1 (a), page 39) bd. ft.

(e) Average value of timber on allotted lands per M (see query 1 (a), page 39) $

(f) Total value of timber on allotted lands (see query 1 (a), page 39) [b]

**** (g) Individual Indian moneys in banks and in hands of disbursing officers, etc [c] $597.67

(h) Estimated value of Indian homes, barns, corrals, etc

(i) Estimated value of furniture in Indian homes

(j) Estimated value of tools, agricultural implements, etc

(k) Estimated value of wagons, vehicles, etc

(l) Estimated value of live stock, poultry, etc. (see query 45 (A), page 30)

(m) Value of other property

**** Pupils accounts.

(n) Total value individual Indian property $597.67

[a] Sum of these figures must equal total value unallotted lands reported, query 14 (n), page 19.
[b] Sum of these figures must equal total value allotted lands reported, query 13 (n), page 19.
[c] These figures must agree with those submitted in account for fourth quarter of the fiscal year, exclusive of "Special deposits."

STATISTICAL.

1922 SECTION X.—DISTRIBUTION OF TAXABLE INDIAN PROPERTY.

NOT APPLICABLE HERE

SANTA FE Indian School.

Reservation.

9. Indians whose property is subject to taxation:

Name.	Valuation of taxable property.		Amount taxes assessed.
	Real.	Personal.	
	$	$	$

STATISTICAL.

SECTION XI.—EMPLOYMENT.

Santa Fe N.M. Indian School.

Reservation.

1. Indians employed by the Government as regular employees:

Positions.	Males employed.			Females employed.			Total.	
	Number.	Salaries or wages.	Earnings.	Number.	Salaries or wages.	Earnings.	Number.	Earnings.
Disciplinarian	1	$840	$ 840.00		$	$	1	$ 840.00
Asst. Clerk				1	760	759.99	1	759.99
Teacher				1	760	576.33	1	576.33
Shoemaker	1	660.	660.				1	660.
Tailor	1	600	600				1	600.
Gardener	1	600	600				1	600.
Laborer (Female)				1	480	454.67	1	454.67
Baker	1	600	597.				1	597.
Asst. Matron				1	600	600.	1	600.
Asst. Disciplinarian	1	500	356.66				1	356.66
Asst. Engineer	1	600	598.30				1	598.30
Assistant				1	180	180.	1	180.
Assistant				1	300	254.17	1	254.17
Assistant				1	240	153.17	1	153.17
Assistant				1	300	143.50	1	143.50
Assistant				1	180	107.67	1	107.67
Total	7	4400	4251.96	9	3840.	3229.50	16	7481.46

STATISTICAL.

SECTION XI.—EMPLOYMENT—Continued.

Santa Fe N.M. Indian School.

Reservation.

2. Indians employed by the Government as irregular employees:

	Character of work.	Males employed.			Females employed.			Total.	
		Number.	Salaries or wages.	Earnings.	Number.	Salaries or wages.	Earnings.	Number.	Earnings.
	Construction and repair of buildings		$	$		$	$		$
	Roads and bridges								
	Irrigation work								
	Forest work								
	Allotting work								
*	Farming Pupil Labor	58		295.55				58	295.55
*	Domestics do				44		188.28	44	188.28
	Total	58		295.55	44		188.28	102	483.83

-- Daily wages paid according to ability from 5 to 25 cts. per day.

STATISTICAL.

SECTION XI.—EMPLOYMENT—Continued.

1922

SANTA FE Indian School.

NOT APPLICABLE HERE Reservation.

3. Adult Indians employed by private parties:

Character of work.	Males employed.			Females employed.			Total.	
	Number.	Salaries or wages.	Earnings.	Number.	Salaries or wages.	Earnings.	Number.	Earnings.
Agricultural		$	$		$	$		$
Stock raising								
Forestry								
Construction work								
Railroad work								
Clerks								
Domestics								
Miscellaneous (name)								
Total								

STATISTICAL.

SECTION XI.—EMPLOYMENT—Continued.

1922

SANTA FE Indian School.

NOTHING TO BE REPORTED UNDER THIS HEAD Reservation.

4. Outing pupils and minor Indians employed by private parties:

Character of work.	Males employed.			Females employed.			Total.	
	Number.	Salaries or wages.	Earnings.	Number.	Salaries or wages.	Earnings.	Number.	Earnings.
Agricultural		$	$		$	$		$
Stock raising								
Forestry								
Construction work								
Railroad work								
Clerks								
Domestics								
Miscellaneous (name)								
Total								

1865

NARRATIVE 1923

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